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State of New Jersey
Department of Public Instruction
Trenton
High School Series—Number 1

A MANUAL FOR
HIGH SCHOOLS



Revised Edition

June Nineteen Seventeen



Class

Book

State of New Jersey
Department of Public Instruction
Trenton
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FOREWORD

The recent growth of high schools in New Jersey, as well as elsewhere, has been rapid, almost phenomenal.

Ten years ago the number of approved high schools in the State was sixty-seven. Now there are one hundred and thirty-six such schools.

The number of pupils enrolled in the high schools in 1906 was 14,690. The number this year is upwards of 50,000.

At present, one in every fifty-eight persons in the State is a high school pupil. Ten years ago one in every one hundred and fifty persons in the State was a high school pupil.

These facts indicate the growing importance of the high school in the educational system of the State. They also point to the necessity of intelligence and effort on the part of State and local authorities to make the high school a more useful institution.

To make it more useful, the range of studies or activities should be diversified enough to meet the varying needs of the youth of the State who have completed the work of the elementary grades. These needs are so general that they include social, civic and industrial aims.

In a word, the high school should be attractive to an increasing number of boys and girls, and to their parents, because it offers not merely preparation for higher institutions but also preparation for more successful living.

The improvement of the high school involves a consideration of teachers, courses of study and organization. It also involves clearness of ideals and resoluteness in attempting to reach those ideals. It is not to be forgotten that whatever is taught in the high school should be so taught as to quicken and stimulate the intellectual life of the pupil.

The State appropriates to each local community a considerable proportion of the salary of each high school teacher, provided the high school meets certain standards.

These are some of the reasons why it is desirable to issue a revision of this Manual for the use of school officials, boards of education, superintendents of schools and principals. The Manual should also be of considerable value to the public, and obviously to teachers.

In this revision the following are among the subjects which did not appear in the first edition: What is involved in the approval of a high school; Admission and graduation; The adjustment of pupils in the high school; Records and reports; Qualifying academic certificates; Athletics; Social and debating activities.

The standardizing of the high school should not go so far as to discourage local initiative and responsibility. Accordingly, no attempt is made to prescribe a "minimum course of study" for any class of schools. It is strongly believed that in a state so varied as New Jersey uniformity of high school curricula would be unfortunate, if not impracticable. Nevertheless, certain general principles are presented which should govern the making of high school curricula. Numerous concrete examples are given to illustrate the principles.

The rules governing State approval of high schools are restated, and in some particulars revised.

The relation of the high school to other institutions and to the professions is clearly and definitely presented.

To prepare a manual comprehensive enough to meet the needs of the high schools of the State has been no small undertaking. To Mr. A. B. Meredith, Assistant Commissioner in charge of Secondary Education, is due the credit for the preparation of the manual. In this work he has had the advice and cooperation of several high school principals and teachers in the State.

Respectfully

C. N. KENDALL

Commissioner of Education

A MANUAL FOR HIGH SCHOOLS

EXTRACTS FROM THE SCHOOL LAW AND THE RULES OF THE STATE BOARD OF EDUCATION

POWER OF STATE BOARD OF EDUCATION

Public Laws 1916, Chapter 67

The State Board of Education shall have power . . . To withhold or withdraw its approval of any secondary school whenever in its opinion its academic work, location or enrollment and per capita cost of maintenance shall not warrant its establishment or continuance.

RULES FOR APPROVAL

State Board of Education

1. Those schools shall be classed as high schools which require for admission the successful completion of eight years of graded preacademic work, or its equivalent. (See note 1.)

2. High schools that fully meet the standards set by the State Board of Education shall be classed as "Approved High Schools."

3. In order to be approved, a high school must meet the following conditions:

a. All the regular curricula must cover four full years of school work, and must be approved by the State Board of Education.

b. The teaching and equipment must be approved by the State Board of Education, but such approval will not be granted unless three years of high school work are in actual operation.

c. The teaching force must be adequate in number, and shall, in every case, consist of at least three teachers, each of whom shall be engaged exclusively in high school work.

d. Diplomas shall be granted only to pupils who shall have completed a full four-year curriculum, aggregating at least 76 academic counts, of which four shall be for the prescribed course in physical training. Counts shall be reckoned in accordance with the number of prepared recitations a week of a school year of at least 38 weeks, and the recitation periods shall average at least 40 minutes in length.

Two periods of manual activities, of laboratory work, or of unprepared recitations shall be reckoned as equivalent to one period of prepared class work.

Chorus singing cannot be counted toward the minimum of 76 counts required for a diploma. (See note 2.)

e. All diplomas shall state the number of academic counts acquired by the holder and the subjects in which they were obtained.

f. The building must be adequate, providing suitable accommodations for study, recitations and laboratory work, and for all other school activities provided for in the program of studies.

g. The equipment, including the library and the appliances for teaching science, must be sufficiently varied and complete to meet the educational requirements demanded for efficient instruction in the different subjects offered.

h. The building, including the outhouses, must be kept clean, sanitary and in good order. The school grounds must present a tidy appearance.

4. Whenever in a district three years of high school work are maintained, wherein each curriculum aggregates at least 57 academic counts of the 76 as prescribed and defined for the diplomas of an "Approved High School," such a school will be registered as a "Partial High School," in case it meets in addition the following conditions:

NOTE 1. The term "equivalent" covers cases of rapid promotion through the elementary grades, assuming that those promotions have been made in the interests of the child involved, and with due regard to the fact that maturity of development is one of the essential factors in successful high school work.

a. All the regular curricula must be approved by the State Board of Education.

b. The teaching and equipment must be approved by the State Board of Education, but said approval will not be granted unless at least two years of high school work are in actual operation.

c. The teaching force must be adequate in number, and shall consist in every case of at least two teachers, each of whom shall be engaged exclusively in high school work.

d. The building must be adequate, providing suitable accommodations for study, recitations and laboratory work, and for all other school activities provided for in the program of studies.

e. The equipment, including the library and the appliances for teaching science, must be sufficiently varied and complete to meet the educational requirements demanded for efficient instruction in the different subjects offered.

f. The building, including the outhouses, must be kept clean, sanitary and in good order. The school grounds must present a tidy appearance.

5. Certificates for work done may be granted by a local board of education to pupils who have not completed a full four-year high school curriculum, but such certificates shall not be granted as diplomas, and must in each case state the number of academic counts secured by the holder, and the subjects in which they are obtained, and the time taken to secure the same. Holders of such certificates shall not be ranked as graduates.

6. In each high school there shall be posted in a conspicuous place, for public examination, a copy of the approved curricula of the school, together with the rules governing the operation of the same.

NOTE 2. The fact that chorus singing cannot be counted toward the minimum of 76 academic counts, necessary for the approval, is not to be taken as in any sense minimizing the value of the study of vocal music in high schools. Wherever opportunities for systematized instruction in this subject is possible, it should be included in the program of studies and given academic counts.

**RULES REGARDING CREDIT TOWARD HIGH SCHOOL DIPLOMAS FOR WORK
DONE IN APPROVED SUMMER HIGH SCHOOLS**

State Board of Education

1. The rules for the approval of high schools organized on the basis of 38 weeks of work apply in general to summer high schools.
2. Teachers in summer high schools must possess legal certificates covering the particular subjects taught.
3. No pupil shall carry more than one advanced subject, i. e., such a subject as he would begin in a regular high school, or for which he has already received credit for a half-year's work.
4. To receive credit for an advanced subject, a pupil must have passed said subject after recitations in the summer high school in periods aggregating not less than 60 sixty-minute hours, provided that no recitation period shall be less than forty minutes in length, and provided further that the subject passed in the summer high school is continued for at least half a year and successfully passed in the regular high school, unless the summer high school work covers the last half of a year's work in that subject.
5. All records of work done in summer high schools to be applied toward qualifying certificates must be under seal or affidavit and upon forms furnished by the Commissioner of Education.

APPORTIONMENT OF MONEY

Public Laws 1917, Chapter 112

The said county superintendent of schools shall . . . apportion to the several school districts of said county the State school

NOTE 3. High schools maintaining curricula which differ in scope and in the term or time required for their completion shall be classified for apportionment in accordance with their shortest curriculum.

NOTE 4. Whenever a school is approved or registered, it is for a definite group of curricula, and for specified rules regarding administration and graduation.

NOTE 5. Any changes in curricula or in the conditions governing the granting of diplomas must be submitted to the State Board of Education for reapproval.

NOTE 6. The State Board of Education approves, but does not prescribe curricula.

moneys, and the interest of the surplus revenue in the following manner. . . .

(c) The sum of four hundred dollars for each assistant superintendent and supervisor, other than the supervising principal, employed in the district, and each permanent teacher employed in a high school or high school department having a full four years' course of study, following a full eight years' primary and grammar school course, which high school course shall have been approved by the State Board of Education.

(d) The sum of three hundred dollars for each permanent teacher employed in a high school or high school department having a full three years' course of study following a full eight years' primary and grammar school course, which high school course shall have been approved by the State Board of Education.

(e) The sum of two hundred dollars for each permanent teacher employed in an ungraded school, or in a kindergarten, primary or grammar department or in a high school department having a course of study of less than three full years, which course of study shall have been approved by the State Board of Education. . . .

(h) The sum of twenty-five dollars for each pupil who shall have attended a high school or high school department in a district other than that in which he resides, and for whom a tuition fee shall be paid by the board of education. . . .

(k) Seventy-five per centum of the cost of transportation of pupils to a public school or schools; *provided*, that, subject to appeal as provided in section ten of the act to which this act is an amendment, the necessity for the transportation and the cost and method thereof shall have been approved by the county superintendent of schools of the county in which the district paying the cost of such transportation is situate.

(m) The sum of three hundred fifteen dollars for each permanent teacher employed in a high school or high school department or in an intermediate school associated therewith; *provided*, that such schools shall together have a full six years' course following a full six years' primary and grammar school course, and that such high school and intermediate school shall have been approved by the State Board of Education; *and provided, further*, that if in any

district in addition to a high school and intermediate school as described in this paragraph there shall be another high school or schools, or high school department or departments having a full four years' course of study following a full eight years' primary and grammar school course, the apportionment for such schools shall be in accordance with subdivision (c) of this section.

RULES RELATING TO TRANSPORTATION

State Board of Education

In construing the necessity for, method and cost of transportation for pupils who may live remote from public school facilities and accommodations, the following rules of the State Board of Education shall govern:

1. It shall be the duty of the local board of education to report to the County Superintendent on or before August fifteenth in each year all such high school pupils and such other pupils of elementary grades as may be entitled to transportation; such report shall give the age and grade of each pupil, the name of parent or guardian; shall designate the school to be attended and the distance and method of proposed transportation, and said report shall be accompanied by a sketch of proposed route with the residence of each pupil to be provided for indicated thereon.

2. In establishing or readjusting transportation routes, it is recommended that boards of education advertise for competitive bids.

3. All contracts for transportation routes and agreements for individual transportation shall be filed with the County Superintendent of Schools for approval on or before September first in each year and shall be accompanied by a certified copy of the minute of the board of education authorizing same. All such contracts shall be accompanied by a suitable bond for at least the full amount of the contract signed by at least two responsible sureties.

PROCEDURE OF COUNTY SUPERINTENDENTS

The following rules concerning transportation of high school pupils have received the approval of the county superintendents of the State, to be used as tentative or suggestive in their approval of transportation contracts:

A. All transportation arrangements that contemplate the apportionment from State funds of 75 per cent of the cost must have the written approval of the County Superintendent of Schools.

B. When high school pupils live within two and one-half miles of high school facilities and accommodations, which facilities and accommodations are interpreted to mean the site of the approved high school, transportation shall not be deemed necessary. In establishing a transportation route it should be routed to accommodate the largest number of high school pupils entitled to approved transportation, and no high school pupil should be required to walk more than two miles to the nearest accessible point on said route. . . .

D. Transportation within the distances prescribed in rule B and transportation without the approval of the county superintendent may be provided by a board of education. In all such cases, however, the county superintendent shall make no apportionment of state moneys for 75 per cent of the cost of said transportation.

REPORT OF TRANSPORTED PUPILS

State Board of Education

The board of education in each school district in which a pupil residing in another district is enrolled, and for whom a tuition fee is paid from public funds, shall send monthly to the board of education paying the tuition fee a report showing the grade in which such pupil is enrolled, the number of days present, the number of days absent and the number of times tardy during the month for which the report is made.

TERMINOLOGY

The following terminology, which has come to have general acceptance in the literature dealing with secondary and vocational education, is used by the State Board of Education and the Department of Public Instruction.

A. ADMINISTRATIVE

a. The *Program of Studies* includes all the subjects offered in a given school, without reference to any principle of organizing these subjects or courses into curricula.

b. The *Curriculum* is a group of subjects or courses systematically arranged for any pupil or for any clearly differentiated group of pupils. It extends through a number of years and leads to a certificate or diploma. (It was formerly called the *Course of Study*.) Administratively a Curriculum represents an arrangement of courses within which a pupil is restricted in his choice of work leading to graduation. A four-year curriculum should represent not more than 16 and not less than 15 credit units of work, or what is the same thing, not more than 80 and not less than 75 academic counts, exclusive of physical training.

c. The *Course of Study* or *Course* means the quantity, kind and organization of subject matter in any given subject of instruction, offered within a definite period of time: e. g., first year algebra, third year physics.

d. *Sequential Group of Courses* includes courses in a given subject or in closely related subjects which are planned for certain groups of pupils who are to continue taking courses within this group through several different grades. These courses are to be so administered and taught that each course in the group implies the next, since credits for any one course may often be contingent upon the completion of the group: e. g., English, or two years of a foreign language.

e. *Unit of Work* or *Credit Unit* represents a year's study in any high school subject constituting approximately a quarter of a full year's work of a high school pupil.

With a four year high school curriculum as a basis a school year of 38 weeks is assumed. It is further assumed that a school year's work in any subject will approximate 126 sixty-minute hours, and that any course will be pursued for five forty-minute recitation periods a week for prepared subjects.

f. *Grade* is used to distinguish the different high school classes, as "ninth grade" rather than "freshman class," "eleventh grade" rather than "junior class."

g. Marks are the qualitative estimates of the pupils' work in courses, and constitute the official school record.

h. Schedule of Classes refers to the daily and weekly arrangement of classes for recitation.

B. EDUCATIONAL

In addition to the demands for clear thinking in treating the organization of secondary education, a further reason for a definite denotation in the use of terms lies in the fact that in this State the Department of Public Instruction and the State Board of Education are, by law, required to administer a new type of school known as the "Vocational School," which exists in various forms. This school has a purpose very different from that of the elementary and high schools.

Moreover, in the latter schools manual training has a place in the program of studies, and it often happens that confusion arises in thought, and also in practice, between manual training and that form of vocational education known as industrial education. A still further confusion exists because in the law governing manual training, the term "industrial education" is used as synonymous with "manual training."

The laws referred to are the Manual Training Law (P. L. 1903, Special Session) and the Vocational Educational Law (P. L. 1913, chapter 294).

The working definitions follow:

Manual Training is that part of a general education which is secured through actual participation in certain fundamental industrial or homemaking activities; such as work in wood, iron, clay, agriculture, cooking, sewing, millinery, printing, etc. The aim of this work is to give general training, not to prepare for a specific calling, although these subjects may have vocational significance.

Vocational Education shall mean any education the controlling purpose of which is to fit for profitable employment.

Industrial Education shall mean that form of vocational education which fits for the trades, crafts and manufacturing pursuits, including the occupation for girls and women carried on in the work shops.

Agricultural Education shall mean that form of vocational education which fits for the occupations connected with the tillage of the soil, the care of domestic animals, forestry, and other wage-earning or productive work on the farm or in the garden or greenhouse.

Household Arts Education shall mean that form of vocational education which fits for occupations connected with the household.

It is evident that Manual Training and Vocational Education, in its various phases, as defined, relate to two distinct educational aims:

1. That which concerns general or liberal education;
2. That which has to do with the particular processes and materials making for personal skill and economic worth in the activity which has been definitely chosen as a remunerative occupation.

As a broader term, "Practical Arts" is used to signify in general discussions all that is legally implied in the New Jersey law under "Manual Training."

THE INTERMEDIATE SCHOOL

The traditional organization of the common school course comprises eight years of elementary school and four years of high school work. The conviction is growing, however, that the schools will be better adapted to the needs of the pupils enrolled if another administrative grouping of the years is followed. This grouping regards the elementary course as closing at the end of the sixth school year, with the next three grades, viz., VII, VIII and IX, considered as the intermediate school, and the remaining grades called the high school. The intermediate school and the high school should be considered as a unit, educationally as well as administratively. The distinctive features of the intermediate school are:

1. Departmental organization;
2. Promotion by subject;
3. Differentiated curricula;
4. A recasting of the content of the subjects usually pursued in the grades involved;
5. Flexibility in the adjustment of the work of the school to individual needs.

(See also page 9, paragraph m.)

A detailed discussion of this new type of school will be given in a separate monograph.

Although this bulletin is prepared especially for the present organization of the high school, nevertheless it recognizes that the newer organization will in many places displace the eight-four division of the twelve year common school course.

TEACHERS CERTIFICATES

The school laws of the state require that all teachers shall hold valid certificates for the particular position each is to fill. The State Board of Education is given the power to determine the requirements for each class of certificates issued. The State Board of Examiners issues the certificates. These certificates may be granted either: (1) by the *endorsement* of approved credentials, e. g., a college diploma; a diploma of a state normal school; or the highest form of permanent certificate issued in certain states, provided that such permanent certificate meets the specific requirements of the New Jersey certificate for which application is made; or (2) by *examination*.

Each certificate has specific powers and limitations. Those certificates which concern teachers in the high school are Secondary Certificates. *A secondary certificate entitles the holder to teach only the subjects credited in obtaining the certificate, or such subjects as may be subsequently added, either by examination or by the acceptance of approved credentials.* The subjects a teacher may teach in the high school and any powers of supervision are indicated on the certificate.

Whenever a change is made in a high school teacher's work, he should at once see that his certificate entitles him to do the assigned work, or that he has the necessary credentials to submit to the State Board of Examiners, through the county superintendent or city superintendent, to make his certificate valid for his assignment.

In addition, it is necessary that the principal of the school have a complete and detailed record of the certificates held by the high school teachers under his supervision, in order that he may know the limits of the legal possibilities of each teacher's certificate.

For details concerning certificates the *Rules and Regulations of the State Board of Education concerning Teachers Certificates* should be consulted. A portion of the rules relating to secondary certificates is here given.

An applicant for a Limited Secondary Certificate shall hold: (1) a diploma from an approved college, or (2) a diploma from an approved four-year high school teachers' course in a state normal school, or (3) a New Jersey Permanent Elementary Certificate or its equivalent; and, *unless exempted in accordance with the provisions of rule 17, section 1, of the "Rules and Regulations Concerning Teachers Certificates,"* shall be required to pass examinations in such of the following subjects as are not covered by such diploma or certificate:

1. *Subject or subjects to be taught;*
2. Physiology and hygiene;
3. School management and methods of teaching with special reference to secondary education;
4. Psychology with special reference to teaching;
5. History of education.

The examinations in all these subjects may be taken at the first stated examination following the date of application. If the examinations are not taken then the applicant must take them in the following order:

1. At the first stated examination following the date of application: (a) Subject or subjects that may be assigned to applicant to teach that are not covered by his college diploma; (b) Physiology and hygiene; and (c) School management and methods of teaching with special reference to secondary education.

2. At the second stated examination following the date of application: Psychology with special reference to teaching, and, if the applicant desires, History of education.

3. At the third stated examination following the date of application: History of education, if not previously passed.

A Limited Secondary Certificate shall be issued on the successful completion of the first examination prescribed above and shall be valid during three years from the beginning of the school year in which the applicant begins to teach, but shall be void on the last day of the second month succeeding the date of the next stated examination held after the granting of a temporary license (should such a license have been issued), upon the failure of the applicant to comply with the requirements as above mentioned.

A Limited Secondary Certificate entitles the holder to teach in any branches and departments of a secondary school included in his certificate, but in no other subjects, and does not entitle the holder to supervise instruction.

A Limited Secondary Certificate also entitles the holder to the privileges of the Limited Elementary Certificate.

A Limited Secondary Certificate may be made permanent without examination, after three years of successful teaching.

A Permanent Secondary Certificate entitles the holder:

1. To teach and supervise in any of the branches and departments of a secondary school included in his certificate;

2. To be the principal of any secondary school that is under a city superintendent;

3. To be the principal or supervisor of a school or district employing not more than nine assistant teachers, and not having a superintendent.

A Permanent Secondary Certificate also entitles the holder to the privileges of the elementary certificate.

A Temporary License, which is a permit to teach, may be granted by a county or city superintendent to a person who has to take examinations to secure a Secondary Certificate. Such a temporary license, however, is merely a temporary certificate issued to an applicant to legalize his contract during the time necessary for meeting the requisite conditions for securing a regular certificate, and is a notice to take the examinations indicated above, unless the candidate has been exempted.

A Temporary Secondary License is valid until the last day of the second month succeeding the date of the next stated examination held after the granting of the said temporary license.

A Temporary Secondary License cannot be renewed.

The responsibility of securing a proper certificate and of renewing it rests primarily with the teacher, and no credits to secure exemption from examination will be accepted that are not under seal or affidavit of the governing authorities of the institutions in which the work has been done.

The applicant must file, thirty days prior to the date of the first November or April examination which next succeeds the date of his application, full descriptions of the courses taken by him in college, showing that he has had at least 45 hours of study in physiology beyond the secondary school, 30 hours in school management and methods of teaching with special reference to secondary education, 90 hours of educational psychology and 60 hours of history of education.

NEW AND FORMER RULES COMPARED

The chief additions to the previous rules of the State Board of Education concerning high schools may be summarized as follows:

1. The total number of diploma points has been increased from 72 to 76, because of the prescribed course in physical training.

2. The diploma values to be given to manual and laboratory activities and to unprepared recitations are now indicated.

3. All diplomas and certificates are to state the subjects taken by a pupil, and the counts gained, and also the time required to secure the counts as indicated.

4. The value of vocal music is emphasized by the recommendation that this subject be added to the program of studies of a school whenever practicable.

5. With the discontinuance of the three year course at the state normal schools, the former "certificate of graduation" from the three year or "partial" high school has been abolished. In its stead a pupil may receive a certificate of work accomplished.

6. The condition of the school building and the condition of the outbuildings and grounds are prominent factors in the approval of a school.

7. Adequate library and laboratory facilities, including maps and other equipment, are absolutely necessary.

8. The approved curricula and the rules relating to them are to be posted in the school so that all who wish to do so may become familiar with the conditions under which the school was approved.

9. A definite terminology has been adopted as an aid to clear thinking and pointed discussion.

WHAT IS INVOLVED IN THE APPROVAL OF HIGH SCHOOLS

No district is obliged to have its high school department approved. The advantages to both the pupil and the community are so obvious and so far reaching, however, that but few districts do not seek approval. If a school is not approved, a doubt may exist in the mind of the public as to whether proper facilities and accommodations are being provided in accordance with the Constitution and the statutes; the graduates of an unapproved school cannot enter the state normal schools without examination; neither pupils nor graduates of such a school can receive credit toward "qualifying academic certificates" (see page 65) in this State or in any state with which New Jersey has reciprocity; further, the special apportionment of State and county funds is not made by the county

superintendent to an unapproved school. When a school is approved the presumption is that the necessary conditions for sound education are being met.

When a high school is approved—and the approval of the high school department involves the approval of the elementary grades upon which it rests—it is approved in accordance with specific conditions, viz., the rules of the State Board of Education, and in accordance with the state educational policy which the rules represent. Also, a school is approved for a given scheme of subjects, periods and years, together with the specified conditions for the operation of the school, the granting of its diploma and credentials, all these conditions being submitted when approval is sought.

A copy of the proposed program of studies, rules, etc., is kept on file in the Department of Public Instruction, and should any question arise involving the necessity for a legal decision, the official papers are thus easily obtained. Also when the Commissioner of Education is asked to grant secondary school credentials (qualifying academic certificates, page 65) for use in this and other states, he has a definite knowledge of that for which he is to be the sponsor.

The rules of the State Board of Education specify simply minimum conditions which must be met. The Board approves, at its pleasure, such additional conditions as seem educationally and financially sound.

The minimum number of academic counts for a diploma is 76, reckoned in accordance with the number of prepared recitations per week in a subject. A school may, however, if it chooses, set from 76 to 84 counts for its diploma, subject to approval (see rule 3 *d*, page 6).

A given number of counts and a given set of conditions having been approved, these counts and conditions are the basis upon which approval rests, public moneys are distributed, and academic credentials are awarded for entrance to the examinations leading to the various professions and to the state normal schools. *Changes of any kind made after a school has been approved must also be submitted for approval.*

Education is primarily a state function, although largely administered through local agencies. Communities and schools cannot exist

for themselves alone any more than states can exist alone in a nation.

With the mobility of population, especially owing to the situation of New Jersey between the two great centers, New York and Philadelphia, there is a continual crossing and recrossing of the state lines. The fact that New Jersey has but few professional schools is an added reason for so much interstate relationship in educational matters, especially in regard to the preliminary educational requirements for the different professions.

Pupils who have been graduated from approved schools may have their records certified by the Commissioner of Education, for use both within and without the State.

The same is true of pupils with a record of having completed at least one year in an approved school. When credentials of this kind are certified by the Commissioner of Education they become state documents and are accepted for their full value in all states with which New Jersey has reciprocity agreements. (See "qualifying academic certificates," page 65.)

A diploma or certificate of work from an approved school represents instruction and training, not the mere passing of examinations. For a diploma, four years of work are required. With exceptional pupils the period of time during which this work is done may be shortened. To shorten the time, however, the pupil must do his work regularly in the classroom and not merely pass examinations in the subjects in which he wishes to secure counts toward a diploma. The rule governing approval states that "counts" are awarded in accordance with the number of prepared recitations, and recitations mean class work, not tutoring or home study followed by examinations. Were diplomas of schools to be granted for the mere passing of examinations for either a part or all of the necessary counts, the teachers of a school would constitute an examination board, not a teaching body. The passing of examinations is not the getting of an education.

Confusion may arise in the minds of some high school principals at this point. The results of examinations have sometimes been accepted inadvertently toward a diploma, in lieu of classroom work under approved conditions. It cannot be said too strongly that the

school is a place of training and is maintained by the public as such. Examinations are a part of the administrative routine and cannot be taken as a substitute for training. The shortening of the time necessary to secure a diploma may also be accomplished by carrying extra work in an evening high school or a summer high school, provided any such school meets the same conditions as are set for the regularly approved day schools, and has been previously approved. (See page 7.) It is evident that at every point the diploma of an approved school and the credits for any work done in such a school are protected, since the state stands behind them as sponsor.

To make still clearer the distinction observed by the state authorities between a diploma of an approved school based upon class work and the legal equivalent of a diploma, or the legal equivalent of any fractional part of the total number of academic counts necessary for a diploma, attention may be called to the examinations for those who wish to establish the equivalency, in law, for four years of high school work or for any part of such a four year course. (See page 65.) Such examinations in this state do not require attendance upon classroom instruction; the individual may, at present, do his work as he will and later present himself for examination. Having gained the necessary 72 counts* for a qualifying certificate, which is accepted as the legal equivalent of a diploma, the candidate is given a "qualifying academic certificate," but not a diploma. Diplomas can be granted only by boards of education to graduates of approved schools.

The diploma of an approved school signifies that an education has been received, and is a certificate based upon the whole record of a pupil's work. The only way that the standard of that work can be maintained is for the state to exercise an intimate control of the educational process throughout the entire school course, and the standards will be an outflow from the process. By the laws governing the certification of teachers, the state maintains a stand-

*The counts given for any subject by examination leading to a "qualifying academic certificate" are not the same in value as the counts given the same subject in the curriculum of an approved school. Two independent systems of values are used. The former is an arbitrary rating given to each subject. The latter is defined in rule 3 d, page 6.

ard of teaching, and by controlling the process in insisting upon actual work at the school the state maintains the standard of its diploma.

The same argument holds true against the acceptance of the great varieties of work outside the "approved school program of studies" which are sometimes suggested for credit toward a diploma of graduation from an approved high school.

ADMISSION AND GRADUATION

The high school should articulate both with the schools below and with the schools above. It is a part of the common school course of twelve years, and, in general, to enter upon the ninth grade or first year of high school work, a pupil should have finished in a satisfactory manner the elementary course of eight years. In exceptional cases this may be done in less than eight years of time.

The principal test for entrance should be the ability to do the work of the high school. This is usually shown by the character of a pupil's previous achievement, evidence of which is gained in his daily work, tests and formal examinations, these factors being taken as a whole. Another important factor to be considered is a pupil's habits of work.

While the law gives to each board of education the right to prescribe its own rules for promotion, yet the practice in some districts is to use the state efficiency tests for the highest elementary grades as one element in determining admission to the high school. For purposes of standardization the possession of an eighth grade county certificate will be considered sufficient.

It cannot be too strongly affirmed that however we may exalt the machinery of promotion, "every boy and girl of high school age belongs in the high school regardless of the completion of a grammar school course. It is the function of the high school to welcome every such boy and girl, and to adapt subject matter, methods and organization to the needs of such boys and girls." This involves a modified type of high school.

The question of an elementary certificate or diploma is quite another matter and does not affect the principle involved, viz., that of

placing a pupil where he can get the most out of his school environment.

For graduation it should not be sufficient that a pupil has merely acquired the minimum number of counts for which a school is approved. He should also have followed some well defined plan and have done work in a few fields with sufficient intensity of mental application to derive the educational values resulting from persistent purpose and continued effort.

Assuming from 79 to 84 academic counts (including physical training) as the standard of graduation, it is recommended that no diploma be granted unless a pupil has acquired at least 45 counts in not more than three subjects, of which English shall be one. Of the remaining counts, at least 20 should be in two subjects. By such a plan a well defined core of subjects is possible and at the same time a reasonable breadth may be given to a pupil's school course. (See table I, page 31.)

ADJUSTMENT OF PUPILS WITHIN THE HIGH SCHOOL

The problem of the adjustment of a pupil to his high school surroundings and to his work is one of the difficult matters of administration. It becomes peculiarly so for the pupils who come to the high school after having had their elementary school work in another district. Added to the newness of the school itself, there are new teachers, strange surroundings, and often transportation, with some of its attendant distractions.

Within the school there are different methods of recitation, a changed standard of discipline, and a departmental plan of administration, all of which is new to many pupils, hence the first few months in the high school become a critical period in the school life of young people.

As a result of ill-adjustment many pupils drop out of school during the ninth year, and an unwarranted number of pupils fail. To counteract these difficulties is an important responsibility of the principal and the teachers in charge of the first year pupils.

Among the corrective influences which have been found helpful are:

1. The organization of an Intermediate School or Junior High School, comprising grades VII to IX inclusive. This type of school, which is rapidly gaining favor, makes the transition from the elementary school to the high school more gradual, and involves departmental administration, the beginnings of some high school subjects, promotion by subject, and a gradual growth of self-directed activity on the part of the pupil.

2. Conferences between teachers of the eighth grade and the high school with a view to learning more about pupils as individuals, and for the purpose of multiplying points of contact between the work of the upper elementary grades and the high school.

3. Pupil advisers, who in the larger schools may be mature teachers appointed by the principal, to help pupils in their choice of work, where choices are possible. Advice may be given upon the basis of past achievement and personal judgment of adolescent needs.

In connection with the conferences between the teachers of the highest elementary grade and the teachers of the high school, and in relation to the duties of the pupil advisers, a record similar to the pupils' record card used in connection with the examinations given to the highest elementary grade, has proved helpful.

PUPIL'S RECORD CARD

Name of Pupil..... Age.....
 Name of Teacher
 School District..... County.....

NOTE. *The teacher will express her judgment of the pupil regarding each of the following points, using the letter A to indicate "conspicuously excellent"; B, "successful but not conspicuously so"; C, "weak"; D, "conspicuously weak."*

1. Reliability
2. Industry
3. Accuracy
4. Ambition
5. Special aptitudes (name them)
6. Manners
7. Health
8. Grasp of school work (i. e., maturity and power of thought).....
9. Any worth while thing done in or out of school without the compul-

sion of an older person (i. e., ability to find something to do and ability to do it—intellectual, mechanical, commercial).....

10. Regularity of school attendance.....

11. Number of years spent in the elementary school.....

12. What the pupil proposes to do.....

Ratings in State Examinations

| ARITHMETIC | PENMANSHIP | SPELLING | U. S. HISTORY | GEOGRAPHY | ENGLISH |
|------------|------------|----------|---------------|-----------|---------|
| | | | | | |

Ratings in Local or County Examinations

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

TO THE TEACHER: *Cross out the following statements that do not apply.*

This pupil is prepared for high school work.

This pupil should be allowed to try high school work.

This pupil is not recommended for high school work.

4. Making known toward the end of the school year to pupils of the eighth grade and to their parents, preferably by inviting them to a conference at the high school, the number and specific aims of the various high school curricula. At the same time the fact may be emphasized that for entrance to practically all forms of professional service for both men and women, a full high school course is coming to be a legal necessity.

5. The method of a teacher's approach to a subject with a class. Much depends upon a pupil's seeing the significance of the subject pursued, its purpose in the plan of the school and the particular contribution it is to make to his store of knowledge or his skill. The vitality given to the instruction is dependent upon the teacher's having a keen sense of the worth of the subject gained from his own interest in it and his mastery of its details and his knowledge of its points of contact with pupils' interests and needs.

6. Relating the manual activities of the school to the major interests of the community, which are either agricultural, commercial or industrial; and also to those which directly pertain to the home.

7. Applying the principles of the different sciences and the mathematics studied to the familiar affairs of everyday life as found in business, in the shop, on the farm and in the household.

GROUPS OF PUPILS

By means of the several curricula the cosmopolitan type of high school is aiming to meet the needs of different groups of pupils, among whom are:

1. Those who are seeking a general and liberal training, and those who are making direct preparation for specific employment, particularly in the field of commercial life. Some attention is being given to the practical arts, including homemaking, although the industrial and household arts courses are usually a part of the general or liberal curricula and not specifically vocational in character. The pupils of this general group include about one-quarter of all the pupils enrolled in the high school, and about one-half of those who are most likely to complete the four years.

2. Those who are planning to go on to higher institutions, including the normal schools. This group comprises about one-quarter of all the pupils in the high school and about one-half of those who are destined to complete the four year course. This is undoubtedly the largest homogeneous group in the high school, so far as the definiteness of aim or purpose is concerned. Statistics further indicate that those going to college constitute approximately one-sixth of all high school pupils and about one-third of those who are graduated. Those going to other higher institutions comprise 8 per cent of the high school enrollment and about 16 per cent of those who complete the high school course.

3. Those who leave school before the close of the high school period. Of these more than one-half leave before the end of the second year and more than two-thirds before the end of the third high school year.

VIEWPOINT OF THE COSMOPOLITAN HIGH SCHOOL

At the completion of the elementary course, whether this be at the end of the sixth or the eighth school year, a pupil goes to the high school at one of the most educative periods in his life and the high school should help him to find himself. The pupil has a right to look to the school for aid in his endeavor to adjust himself to the demands of life. The school should assist:

First, by leading the pupil to a conception of the variety and the significance of the work to be done in the world. This may be done, in part at least, through a study of vocations. Such a study is outlined in Bulletin 5 of the High School series, entitled *Community Civics*. Pupils may thus be led to see what fields of activity are open both to boys and to girls; what general and what specific personal qualities are necessary for progressive success, together with the special training required. A study of this character would reveal the probable demand for workers in a given field, and also indicate the remuneration to be had in terms of both money and personal and social advantages. Far too many pupils drift out into chance vocations when educational and vocational guidance would have prevented wasted years. To prevent as far as possible this waste is a part of the school's responsibility to democratic society. This is somewhat of a new attitude on the part of the school, but it presents alluring possibilities to the teacher.

Second, by testing the pupil's capacities and interests over a wide field of subject matter and activities. The high school period is a time of self-discovery and self-realization for the pupil, and the process of discovering latent interests and abilities is a function both of the teacher and of the pupil. The endeavor of the teacher should be to study the pupil from the viewpoint of his formal class work. Much aid may be had from qualitative estimates of strength and weaknesses, made by earlier teachers and passed on by means of cumulative record cards referred to in the foregoing. But however valuable these records may be, they cannot take the place of the keen and sympathetic insight which will be exercised by a discriminating teacher in his attempt to discover a pupil's bent.

The pupil also has a responsibility in the process of testing himself out. He may very properly aid by choosing among the different

curricula offered and between the alternatives given in a chosen curriculum, in accordance with the course that he has tentatively mapped out for himself. By his study of literature, language, mathematics, vocations, science and history, and his work in practical arts, the pupil widens his mental horizon, forms useful habits through study and application and also acquires purposeful ideals.

A life choice, however, should not be forced upon a pupil at the beginning of his career. Could the period of testing be inaugurated during the last two years of the elementary school or in the "intermediate school," greater flexibility in work and in administration would surely cause a positive gain.

Having made a provisional choice, and having found, for example, but little aptitude for foreign language or mathematics, but a marked ability in science, social studies or practical arts, each pupil should be offered ample opportunity for later readjustment with a minimum loss of time. Thus a pupil may gain a liberal or general education together with a growing power of adaptation to the changing conditions in life. The work offered in the program of studies, therefore, should be as varied as the facilities of the school will permit.

Third, the school may assist the pupil by giving him definite training in fundamental subjects and by providing for systematic physical education, which should include the inculcation of ideals and standards in this paramount phase of education. Whatever the benefits that may come to the individual through his school work, the school, as an institution, is established and maintained by the state and definitely charged with the responsibility of educating the young into a useful citizenship. This citizenship demands of every pupil some knowledge of the origin, development and present needs of its various institutions, and also some development of a spirit of loyalty to their ideals. It is therefore fundamental that all pupils should get definite instruction in some phase of social science, especially economics, and United States history should also be included. Another fundamental is ability to use the mother tongue with clearness and precision, as necessity arises in the various contacts with people. Further, pupils should be taught to understand and to appreciate the literature of the race, which is an

interpretation of its life and ideals. Some knowledge of science is essential for adjustment in a world of things. By means of various forms of manual activity and through the systematic training of the different senses, pupils should be led to appreciate manual labor and to acquire some skill in operations and processes which may be made the basis of self support. For this reason school programs offer such practical or utilitarian subjects as manual training, household arts, bookkeeping, stenography, typewriting, printing, mechanical and freehand drawing and music, since while they may be made valuable factors in general education they will also make important contributions to vocational ideals.

Regarding the high school as a preparatory school for higher institutions, every year the fact is coming to be more generally recognized that the satisfactory completion of four years of well balanced work, chosen with special regard to the needs of the pupil who is being trained, is the best preparation for entering upon a course in a higher institution. As this truth is more widely recognized, the public high schools will more freely adapt their curricula to variations among pupils. Evidence of adaptation is seen in the changed conditions for entrance to different colleges, notably Princeton, Harvard, Columbia and Yale. Additional evidence appears in the recent liberal action (to become effective in 1919) of such colleges as Wellesley, Smith, Vassar and Mt. Holyoke, whereby the record of a pupil's high school work—work presumably chosen for her highest needs—together with the results of certain tests as to whether or not the work has been well done, and supplemented by information as to probable capacity to do college work, is the basis of college entrance.

Nevertheless, with the variety and number of higher institutions, the rights and desires of such pupils as choose to go on must be conserved, as far as practicable, and for that reason some subjects of apparently little immediate worth will continue to be found in high school programs. Recent action by many colleges, as cited above, leads to the conclusion that entrance requirements will not continue to be a deterrent factor in the liberal and semi-vocational education of high school pupils.

Toward the third group, or those who leave early, the school has a special responsibility in making as immediately helpful as possible whatever work is taken. At the same time every reasonable effort should be made, through constant readjustments, to retain pupils in school. Since much of the dropping out is due to maladjustment and to the habit of failure, much thought should be exercised by principal, teachers and parents in selecting work within the aptitude and capacity of the pupil. In some schools it may be advisable to arrange for short and intensive individual curricula, e. g., in clerical or industrial pursuits, for those pupils whose high school career is likely to be brief. When this is done it should be with the full realization that such a procedure is not normal, and that it may be attended with difficulties when pupils subsequently awake to the importance of a well rounded and complete four year curriculum. Nevertheless, when all has been done that the school may be reasonably expected to do there will be some pupils who will not stay in the high school more than two years.

It is therefore manifestly not the function of the cosmopolitan high school, as distinguished from the vocational school, to train a pupil in a narrow and specialized field of interest by developing a genuine vocational skill, notwithstanding the fact that some approach to this ideal is realized in certain commercial curricula.

The high school, however, should give its pupils skill in acquiring and organizing knowledge, and, through a study of the various occupations and the different subjects constituting the program of studies, furnish an insight into the general principles which are the basis of all vocations. Trade and vocational training, in which the goal is specialized skill, is the task of the vocational school. The cosmopolitan high school stands primarily for the discovery of a pupil's dominant interests, for a widening of his mental horizon, for the inculcation of definite and positive ideals of conduct, for a training in habits of prolonged effort involving thoroughness and concentration, and for an appreciation of his obligations to the society of which he forms a part.

SUGGESTED BASIS FOR CURRICULA

The following tabulation suggests a basis upon which school authorities may develop high school programs and organize curricula which shall be flexible in meeting local conditions, and shall at the same time conserve the interests of all the pupils found in the high schools.

The figures given below refer to academic counts, 5 to be assigned to each "unit of work" (see page 12 and also rule 3 *d*, page 6), and the columns under the different Roman numerals indicate combinations of elements, with count values, which may constitute a curriculum.

TABLE I
A BASIS FOR ORGANIZING BALANCED HIGH SCHOOL CURRICULA

| | I | II | III | IV | |
|-------------|---|----|-----|----|------------|
| A { | English Language and Literature..... | 15 | 15 | 15 | 15 |
| | Foreign Language | 10 | 10 | 0 | 10 |
| | Mathematics | 10 | 0 | 10 | 5 |
| | Social Science, including History... | 5 | 10 | 10 | 5-10 or |
| | Natural Science | 5 | 10 | 10 | 10-5 |
| B { | Additional counts to be given to any of the above academic subjects..... | | | | |
| | 10 | 10 | 10 | 10 | |
| C { | Additional counts which may be | 20 | 20 | 20 | 20 |
| | taken in either practical arts, | or | or | or | or |
| | academic subjects or esthetic arts | 25 | 25 | 25 | 25 |
| | | | | | |
| Total | | 75 | 75 | 75 | 75 |
| | | or | or | or | or |
| | | 80 | 80 | 80 | 80 |

In addition to the above a maximum of four counts is to be added to each curriculum for the prescribed course in physical training, making the grand total 79 or 84 counts.

The particular subjects constituting each of the different groups, A, B, C, of the table are given below. These subjects may be arranged by years, the academic count values indicated in the table being approximated in such a manner as to best meet the needs of

individual schools. The purpose of this table is to represent the consensus of opinion among secondary school teachers regarding the relative emphases to be given to the different elements in varying curricula. For example, it will be noted that in curriculum III, where a foreign language is omitted, there is suggested an increase in the emphasis to be given to social science studies and to natural science, over that given in curriculum I, which includes a foreign language. There may also well be an increase in the counts given to English. A similar arrangement is possible in curriculum II, where mathematics is omitted.

From a further examination of the table it is apparent that at least 20 out of 75 counts (26.7 per cent) or 25 out of 80 counts (31.2 per cent) of a curriculum may be taken in practical arts subjects, as will be indicated below; or stated in other words, groups A and B of table I suggest the elements of minima curricula for all high schools, while group C encourages the adaptation of the high school to the varying conditions found throughout the state or within a school, by indicating a definite proportion of academic counts to be allowed to practical arts subjects or to those activities which are vocational in character.

In this connection it should be pointed out that in the vocational schools and vocational departments organized under the vocational law (P. L. 1913, chapter 294), which may parallel in time the high school period and which may also be separately administered, the time given to the training for skill in the chosen vocation and the time allotted to the related academic work are practically equal in amount; i. e., approximately one-half of the school day or of the school week is devoted to each of these two phases of vocational education.

From the subjects included in groups A and B, particularly in mathematics and social science, it is evident that additional subjects, vocational in character, may be added to the 20 or 25 practical arts counts included under group C. This condition is particularly obvious in the organization of commercial curricula, which may include commercial geography, history of industry, economics and business arithmetic. Thus in a cosmopolitan or general high school a curriculum may be arranged in which such subjects as are indicated

in the preceding sentence, each subject having a vocational implication, if not actual vocational worth, will receive about the same time value that vocational subjects receive in the vocational school, viz., approximately 50 per cent.

One other fact emerges from a study of table I, namely, that by requiring 10 additional academic counts, given under "B," to be added to those in group "A," some continuity over a period of from two to four years is assured in at least two of the four academic subjects usually pursued by the high school pupil. In other words, calling a "major subject" one in which a pupil acquires at least 15 academic counts, or a subject which is carried for three years, a pupil may well be required to have, in addition to English, two other "majors," each of 15 academic counts.

This arrangement for "sequential groups of courses" and continued effort in a few fields of school endeavor encourages habits of concentration and prolonged application which make for effective mental habits. A patchwork of information is not to be exalted over the development of power of sustained thought. The high school pupil should be required to concentrate upon a few subjects until he has mastered their essentials. Future success in business or in higher institutions is dependent upon the manner in which a pupil has stuck to his task. Some of the keenest criticism of the high school and its product is directed against the neglect of this important factor in education.

SUBJECT CONTENT OF GROUPS A AND B ACADEMIC SUBJECTS

(For the value of a "count" see rule 3 d, page 6)

English Language and Literature

(See Bulletin 3, High School Series)

COUNTS

| | |
|---|-------|
| Practical English—oral and written composition | |
| Technique of English—spelling, grammar, word formation, punctuation, capitalization, rhetoric | |
| Literature—modern and classic writers..... | 15-20 |

Foreign Language

| | COUNTS |
|--|--------|
| Latin (<i>See Bulletin 6, High School Series</i>)..... | 15-20 |
| German | 10-15 |
| French | 10-15 |
| Greek | 15 |
| Italian | 10-15 |
| Spanish | 10-15 |

Mathematics

| | |
|--|------|
| Elementary Algebra | 5 |
| Intermediate Algebra | 2½-5 |
| Plane Geometry (<i>See Bulletin 2, High School Series</i>) | 5 |
| Solid Geometry (<i>See Bulletin 2, High School Series</i>)..... | 2½ |
| Plane Trigonometry | 2½ |
| Business and Industrial Arithmetic..... | 2½-5 |
| Advanced Algebra | 2½ |

Social Science, Including History

| | |
|--|------|
| Ancient History | 5 |
| Medieval and Modern History..... | 5 |
| English | 5 |
| United States History and Civics (<i>See Bulletin 4, High School Series</i>)..... | 5 |
| Community Civics and Study of Vocations (<i>See Bulletin 5, High School Series</i>)..... | 5 |
| Early European History (<i>See Bulletin 4, High School Series</i>) | 5 |
| Modern European History (<i>See Bulletin 4, High School Series</i>) | 5 |
| History of Industry in United States..... | 5 |
| History of Commerce..... | 2½-5 |
| Business Procedure (Law)..... | 2½ |
| Economics (<i>See Bulletin 4, High School Series</i>)..... | 2½-5 |

Natural Science

| | COUNTS |
|---|--------|
| Elementary or General Science..... | 5 |
| Physics, General or Applied..... | 5 |
| Chemistry, General or Applied..... | 5 |
| Biology | 5 |
| Physical Geography | 5 |
| Botany, General or Agricultural..... | 2½-5 |
| Zoology, General, Economic or related to Animal Husbandry | 2½-5 |
| Advanced Physiology and Hygiene..... | 5 |
| Astronomy | 2½-5 |
| Geology | 2½-5 |
| Agriculture—vegetable and flower gardening, fruit growing; Agronomy or field crops..... | 5 |

SUBJECT CONTENT OF GROUP C**PRACTICAL ARTS AND ESTHETIC ARTS AND PHYSICAL TRAINING****Commercial**

| | |
|-----------------------------------|-------|
| Bookkeeping | 5-10 |
| Stenography | 10 |
| Typewriting | 5 |
| Penmanship | 1¼-2½ |
| Business and Office Practice..... | 2½ |
| Principles of Salesmanship..... | 2½ |
| Principles of Advertising..... | 2½ |
| Principles of Real Estate..... | 2½ |
| Transportation | 2½ |

Industrial and Household Arts

| | |
|-------------------------------------|-------------|
| Shop work in its various forms..... | 2+ |
| Cooking | } 2½+ |
| Sewing | |
| Millinery | |
| Laundering | |
| Nursing | |

Rural Industry

| | | | |
|---|---|-------|-----------------|
| Farm Plans | } | ----- | $2\frac{1}{2}+$ |
| Farm Machinery | | | |
| Construction of Buildings and Works | | | |
| Rural Economics and Farm Management, including Marketing and Farm Accounts | | | |

Esthetic Arts**Drawing**

| | | |
|------------------|---|---|
| Freehand | 2 | + |
| Mechanical | 2 | + |

Vocal Music

| | | |
|-------------------------|----------------|---|
| Chorus | 1 | + |
| Class instruction | $2\frac{1}{2}$ | + |

(See note bottom of page 7.)

Physical Training*(See Bulletin 7, High School Series)*

| | | | |
|---------------------------|---|-------|---|
| Classroom Gymnastics | } | ----- | 4 |
| Gymnasium..... | | | |
| Health Projects | | | |

Reviews

| | |
|---------------------------------|----------------|
| Elementary School Subjects..... | $2\frac{1}{2}$ |
|---------------------------------|----------------|

CURRICULUM OF A SMALL SCHOOL

Emphasis has previously been laid on the fact that pupils, when they reach the high school age, should find curricula in the high school sufficiently varied to meet their needs. Educationally, therefore, a high school should be large enough to warrant the establishment of such varied curricula. The rule that for four years of work there must be at least three teachers devoting their entire time to the high school is designed to meet this situation. Variety in curricula, however, must be limited in specific cases to existing conditions. It is a grave mistake for a small school, with its limita-

tions in the number of teaching periods, to attempt to carry out the program of a large high school.

It will be generally accepted that the small high school, enrolling from 75 to 100 pupils, presents in many respects as favorable conditions for effective work as the large high school, providing competent teachers are employed. The tendency unfortunately in some districts is to pay low salaries, to make frequent changes of teachers and to provide inadequate laboratory and library facilities.

From the subjects listed above and with the figures given in table I as a basis, and from a study of type programs of studies, curricula especially adapted to a particular district may be organized within the limitations of teaching force and equipment. *It will be far better for a small school to organize a single curriculum which shall be well taught than to attempt to spread its energies over several curricula. The important element in the approval of a school is the quality of its work and not the extent of its curricula.*

Additional elements in the approval of a high school are the adequacy of the facilities and equipment, the neatness and general orderliness of the rooms, building and grounds, and the character and neatness of the outhouses.

PRESENT DAY PRACTICES

In the organization and administration of secondary schools the following practices, sanctioned by experience, should in general be observed:

1. The number of prepared recitations per week for each pupil should not exceed twenty, except in unusual cases.
2. To assist a pupil to acquire and establish right habits of study, some recitation periods in each subject should be spent in recitation-study with the teachers.
3. Pupils should not be permitted to begin more than one foreign language in a given year. A foreign language having been begun, it should be studied at least two years. Wherever possible, opportunities for four years of work in either German or French should be afforded.
4. The following elements are deemed essential to a well-balanced curriculum, and should in general be prescribed for all pupils: Eng-

lish; social science, including history and economics; natural science; practical arts; physical training.

5. Most subjects of the curriculum should be expressed in courses extending throughout at least one year.

6. The high school being recognized as a place of testing as well as of training, there should be flexibility in the administration of the program of studies. Curricula being schematic organizations of the various units of subject matter, each leading to a definite goal, they should not, when once chosen, hold a pupil to their continued pursuit if all evidence indicates that an unwise choice has been made. With the consent of parents and the principal changes should be allowed.

7. In exceptional instances pupils should be permitted to complete a curriculum in less than four years, provided that all work is done in regular class exercises.

8. In all classes in natural science, drawing and practical arts two consecutive periods should be devoted each week to recitation.

9. In general, it may be said that in a school with from three to six teachers, economy and ease of administration require that the various curricula shall be so related as to form practically one curriculum consisting of the general elements mentioned in section 4, and such optional subjects as may be necessary for pupils seeking different ends.

10. In small schools, combination of classes and alternation of subjects by years are feasible when one year's work is not too closely dependent upon that of another. For example, by a combination of third and fourth year classes, physics and chemistry may be given alternate years. Similar combinations and alternations may be made with classes in history, algebra and geometry and literature.

11. In the assignment of subjects and in the number of recitation periods, due regard should be had for the out-of-school work devolving upon teachers. Teachers of English, for example, have many themes to correct each week, and teachers of laboratory science and manual activities must spend much time in the preparation of apparatus and material.

12. In general, the number of daily periods of classroom instruction given by any one teacher should be at least one less than the total number of periods per day, and the total number of periods a week per teacher should not exceed 30. It is highly desirable that this number be 25.

13. Thirty is recognized as the maximum number of pupils in any recitation division or class in the high schools. The number should be kept to 25 if possible. Laboratory divisions should not exceed 20 pupils.

14. The academic counts required for graduation should be from a minimum of 76 (rule 3 *d*, page 6) to a maximum of 84.

NOTES ON PROGRAM OF STUDIES

1. Although three foreign languages are mentioned, it is not supposed that in a small school more than one will be taught. If Latin is the language chosen, instruction for four years is suggested. If either German or French is offered, the instruction should cover three years of work. Only the large schools will be able to offer more than one foreign language, or to offer four years of a modern language.

2. In the first year a course combining algebra and plane geometry is suggested. Such a course is sometimes known as "First year mathematics." These phases of mathematics when taught separately as algebra and geometry tend to take on the rigid form of a final science, and result in a formalism in method of presentation. When correlated it is relatively easy to get a method of approach which is largely inductive, and the pupil more firmly grasps mathematical truths. Further, the pupil is shown that facts of quantity have different modes of treatment, and frequently the superiority of method of each may be made clear.

3. The courses in natural science for the first year are either elementary science, or physical geography and elementary agriculture.

The purpose of the course in elementary science is to give the pupil not only an interpretation of common phenomena, but also

**PROGRAM OF STUDIES FOR A
SPECIAL REFERENCE T**

| ELEMENTS OF A CURRICULUM | Grade IX | PERIODS PER WEEK | COUNTS | Grade X | PERIODS PER WEEK | COUNTS |
|--|---|-----------------------------|------------------|---|-----------------------------|------------------|
| English Language and Literature | (a) Composi- tion, Oral and Writ- ten (b) Spelling Grammar (c) Literature | 5 | 5 | (a) Composi- tion, Oral and Writ- ten (b) Spelling Grammar (c) Literature | 4 | 4 |
| Foreign Language | Latin | 5 | 5 | Latin or German or French or Spanish | 5 | 5 |
| Mathematics | *Algebra and Plane Geometry Algebra | 5 5 | 5 5 | Business and Industrial Arithmetic Plane Geometry | 5 5 | 5 5 |
| Social Science, includ- ing History | Community Civics and Study of Vocations | 4 | 4 | Early Euro- pean His- tory | 4 | 4 |
| Natural Science | Elementary Science Physical Geog- raphy (½ year) Elementary Agricul- ture (½ year) | 4 4 4 | 4 2 2 | (a) Biology (Agricultural) Botany (b) Zoology (Animal Hus- bandry) (c) Hygiene | 7 | 5 |
| Practical Arts and Es- thetic Arts | Drawing Freehand or Me- chanical | 2 | 1 | Drawing, Freehand or Me- chanical | 2 | 1 |
| Miscellaneous Subjects .. | Manual Training (Shop Work) Cooking Sewing | 2 2 2 2 | 1 1 1 1 | Manual Training (Shop Work) Cooking Sewing Accounts (Book- keeping) | 2 2 2 5 | 1 1 1 5 |
| | Music Physical Training | | | Music Physical Training | | |

*Note 2, page 39.

SMALL HIGH SCHOOL WITHOUT COLLEGE PREPARATION

| Grade XI | | | Grade XII | | |
|---|---------------------|--------|---|---------------------|--------|
| | PERIODS PER WEEK | COUNTS | | PERIODS PER WEEK | COUNTS |
| (a) Composition | } | 4 | (a) Composition | } | 4 |
| (b) Literature | | | (b) Literature | | |
| Latin or German or French or Spanish | } | 5 | Latin or German or French or Spanish | } | 5 |
| Intermediate Algebra ($\frac{1}{2}$ year) | } | 5 | | | |
| Solid Geom- etry ($\frac{1}{2}$ year) | } | 5 | | | |
| Modern European History | } | 4 | United States History and Civics | } | 4 |
| | | | Economics | | 5 |
| Applied or General Physics | } | 7 | Applied or General Chemistry | } | 7 |
| Drawing | | 2 | Drawing | (2) | 1 |
| Manual Training | } | 2 | Manual Training | } | (2) |
| Accounts (Book- keeping) and Business Practice | } | 5 | Review of Elemen- tary Sub- jects | } | 5 |
| Music Physical Training | | | Music Physical Training | | |

a view of the field of science which may be studied later as biology, physics and chemistry.

The work in physical geography and elementary agriculture should be made as concrete and practical as the facilities of the school will allow.

In the second year the course should deal with the principles of biology and their applications in the fields of botany and zoology in relation to the farm. The same viewpoint is suggested for the work in physics in the third year and chemistry in the fourth year.

In general, the instruction in music will be in the form of chorus singing. This should find a place in all school curricula. Where special opportunities are at hand for systematic class instruction in vocal music, courses should be offered, for which academic counts may be given.

The course in community civics and a study of vocations is designed to lead a pupil to see the importance and significance of the elements of community welfare, among which are protection of life and property, health, recreation, education, civic beauty, communication, transportation, etc.; to know the social agencies that exist; to secure these elements of community welfare; and to recognize his civic obligations, present and future, and to respond to them by appropriate action. The study of vocations is designed not only to help a pupil choose his vocation intelligently when the time comes to make such a choice, but to give him respect and appreciation, and should thus develop a better understanding between citizens of diverse callings.

Physical training is required by law for all pupils. For the girls, domestic hygiene, first aid and nursing are also required.

GENERAL CURRICULA

From the program of studies given on pages 40 and 41, at least two curricula may be organized, one with and the other without a foreign language. These and the following curricula are offered to school officials as suggestions only. They may be modified, subject to approval, to meet local conditions.

I. WITHOUT A FOREIGN LANGUAGE

| Grade IX | | | Grade X | | |
|----------------------------|---------|--------|-------------------------|----------------------------------|----------|
| | Periods | Counts | | Periods | Counts |
| English | 5 | 5 | English | 4 | 4 |
| Algebra and Plane Geometry | 5 | 5 | Business and Industrial | | |
| Community Civics and a | | | Arithmetic | 5 | 5 |
| Study of Vocations (page | | | Choose two { | Biology (see note 1) | 5 |
| 42) | 5 | 5 | | Early European | |
| Elementary Science | 5 | 5 | | History | 4 |
| Drawing | 2 | 1 | | Accounts (Elementary Bookkeeping | |
| Manual Training | 2 | 1 | | note 3) | 5 |
| | — | — | | Drawing | 2 |
| | | 22 | | Manual Training | 2 |
| | | | | | — |
| | | | | | 20 or 21 |

| Grade XI | | | Grade XII | | |
|------------------------------|------------------------------|----------|-----------------------------|--------------------|--------|
| | Periods | Counts | | Periods | Counts |
| English | 4 | 4 | English | 4 | 4 |
| Applied Physics (see note 4) | 7 | 5 | U. S. History and Civics... | 4 | 4 |
| Choose two { | Algebra $\frac{1}{2}$ | | Review of Elementary Sub- | | |
| | Solid Geometry $\frac{1}{2}$ | 5 | jects | 5 | 2½ |
| | Modern European | | Choose two { | Agricultural Chem- | |
| | History | 4 | | istry (see note 2) | 7 |
| Elective | Accounts (Book- | 5 | | Economics | 5 |
| | keeping) | 5 | | Electives | 4 or 5 |
| Drawing | 2 | 1 | | | 4 or 5 |
| Manual Training | 2 | 1 | | | |
| | — | — | | | |
| | | 20 or 21 | | | 20½+ |

NOTE 1. Biology should include botany with special reference to the plant life of the locality, and may well include phases of fruit growing, as well as flower and vegetable gardening.

Biology should also include a study of life as represented in the animals and insects of the farm or village.

NOTE 2. Applied physics and applied chemistry refer to the application of the principles of these sciences to the affairs of the farm or the household.

NOTE 3. The bookkeeping requires daily preparation outside of class.

NOTE 4. Physics and chemistry may be given alternate years, pupils of grades XI and XII being combined.

II. WITH ONE FOREIGN LANGUAGE

| Grade IX | | | Grade X | | |
|---|---------|--------|-----------------------------|---|--------|
| | Periods | Counts | | Periods | Counts |
| English | 5 | 5 | English | 4 | 4 |
| Algebra | 5 | 5 | Plane Geometry | 5 | 5 |
| Community Civics and Study of Vocations..... | 5 | 5 | Latin or German or French.. | 5 | 5 |
| Latin or Elementary Science | 5 | 5 | Choose one { | Biology | 5 |
| Drawing | 2 | 1 | | Early European | |
| Manual Training | 2 | 1 | | History | 4 |
| | — | 22 | | Accounts (Elementary Bookkeeping) | 5 |
| | | | Drawing | 2 | 1 |
| | | | Manual Training | 2 | 1 |
| | | | | — | — |

20 or 21

| Grade XI | | | Grade XII | | |
|-----------------------------|--------------------------------|--------|------------------------------|-------------------|--------|
| | Periods | Counts | | Periods | Counts |
| English | 4 | 4 | English | 4 | 4 |
| Applied Physics | 7 | 5 | U. S. History and Civics.... | 4 | 4 |
| Latin, German or French.... | 5 | 5 | Latin, German or French.... | 5 | 5 |
| Choose one { | Algebra $\frac{1}{2}$ | | Review Elementary Subjects | 5 | 2½ |
| | Solid Geometry $\frac{1}{2}$. | 5 | Choose one { | Applied Chemistry | 7 |
| | Modern European | | | Economics | 5 |
| | History | 4 | Elective | | |
| | Accounts (Book-keeping) | 5 | Drawing | 2 | 1 |
| Elective | | | Manual Training | 2 | 1 |
| Drawing | 2 | 1 | | — | — |
| Manual Training | 2 | 1 | | | 22½ |
| | — | — | | | |

20 or 21

See notes under Curriculum I, page 43.

ANALYSIS OF CURRICULUM I

Expressed in terms of Table I, page 31, Curriculum I,
page 43, may be analyzed as follows:

| | | Curriculum III as a type Counts | Curriculum I, Page 43 From A Counts | From B & C Counts | Total Counts | | |
|-----------------|---------------------------------|---------------------------------------|---|----------------------|-----------------|----|-----|
| A | { | English Language and Literature.... | 15 | 15 | 2 | 17 | |
| | | Foreign Language | 0 | 0 | 0 | 0 | |
| | | Mathematics | 10 | 10 | 0 | 10 | |
| | | Social Science | 10 | 10 | 11 | 21 | |
| | | Natural Science | 10 | 10 | 5 | 15 | |
| B | Additional Academic Counts..... | | 10 | | | | |
| Sub total | | 55 | 45 | 18 | 63 | | |
| C | { | Practical Arts | 20 | { | Accounts | 10 | |
| | | | | | Drawing..... | 2 | |
| | | | | | Manual Training | 2 | |
| | | | | | Review of Ele- | | |
| | | | | | mentary Sub- | | |
| | | | | | jects | 2½ | 16½ |
| | | | | | | — | |
| Total | | 75 | | | 79½ | | |

NOTE. Among the choices offered the following were taken: Early European History, Modern European History, Economics, Chemistry.

From the foregoing analysis it will appear that the following subjects were taken for three years each—English, 17 counts; Social Science, 21 counts; Natural Science, 15 counts; and the following for two years each—Mathematics and Bookkeeping.

It is evident therefore that the 79 counts required for graduation do not represent merely the accumulation of a fixed number of points, but are made up of three major subjects, of at least 15 counts each, and two minor subjects of 10 counts each, together with 6 scattering counts.

An analysis of a curriculum such as is given above may serve as an aid in checking up, in accordance with a typical curriculum, (table I, page 31) and in showing the relative emphases given to the different elements.

CURRICULA OF A SMALL SCHOOL

Enrollment: grade IX, 20; grade X, 14; grade XI, 15; grade XII, 10; total, 59.

Teachers, 3; principal teaches two periods a day. Seven period day.

| General | | | | Commercial | | | |
|------------|---|---|--------|------------|---|-------------------------------------|--------|
| | | Periods | Counts | | | Periods | Counts |
| Take two | { | English | 5 | Take two | { | English | 5 |
| | | Algebra | 5 | | | Bookkeeping | 10 |
| | | Latin | 5 | | | Algebra | 5 |
| | | Ancient History | 4 | | | Ancient History | 5 |
| | | Elementary Science.. | 5 | | | Elementary Science.. | 4 |
| GRADE IX | | | | GRADE X | | | |
| Take two | { | English | 5 | Take one | { | English | 5 |
| | | Plane Geometry | 5 | | | Bookkeeping | 10 |
| | | Latin | 5 | | | Commercial Arith- metic | 5 |
| | | German | 5 | | | German | 5 |
| | | Botany and Zoology.. | 6 | | | Plane Geometry | 5 |
| GRADE XI | | | | GRADE XII | | | |
| Take three | { | English | 5 | Take one | { | English | 5 |
| | | Physics | 6 | | | Stenography | 5 |
| | | Intermediate Algebra, ½ year | 2½ | | | Typewriting | 5 |
| | | Solid Geometry, ½ year | 2½ | | | Commercial Geog- raphy | 4 |
| | | Latin | 5 | | | Physics | 6 |
| | | German | 5 | | | German | 5 |
| Take two | { | English | 4 | Take one | { | English | 4 |
| | | U. S. History and Civics | 4 | | | Stenography | 5 |
| | | Chemistry | 6 | | | Typewriting | 5 |
| | | Latin | 5 | | | Business Law and Economics | 5 |
| | | German | 5 | | | U. S. History | 4 |
| | | Trigonometry, ½ year | 2½ | | | German | 5 |
| | | Review of Elemen- tary Subjects, ½ year | 5 | | | | |
| | | | | | | | |
| | | | | | | | |

NOTES: Physics and chemistry alternate years.

Cicero (Latin XI) and Vergil (Latin XII) alternate years.

75 counts necessary for graduation, excluding physical training.

75 per cent passing mark in each subject.

Each science has one double laboratory period weekly. Note-books required.

Two years of a foreign language required for credit, except for reasons of weight, when one year may be accepted.

No pupil will be permitted to carry more than four subjects a year, except by special permission of the principal.

CURRICULA WITH AGRICULTURAL AND HOMEMAKING APPLICATIONS

GRADE IX

| Boys | | | Girls | | |
|--|---------|--------|--|---------|--------|
| | Periods | Counts | | Periods | Counts |
| English | 5 | 5 | English | 5 | 5 |
| Algebra and Plane Geometry (see note 2, page 39) | 5 | 5 | Algebra and Plane Geometry (see note 2, page 39) | 5 | 5 |
| Community Civics and Study of Vocations (see page 42)..... | 4 | 4 | Community Civics and Study of Vocations (see page 42)..... | 4 | 4 |
| Elementary Science | 5 | 5 | Elementary Science | 5 | 5 |
| Drawing, Mechanical... | 2 | 1 | Elementary Sewing ... | 2 | 1 |
| Manual Training | 2 | 1 | Elementary Cooking .. | 2 | 1 |
| (Farm Carpentry) | — | — | | — | — |
| | | 21 | | | 21 |

GRADE X

| | | | | | |
|---|---|----|---|---|----|
| English | 5 | 5 | English | 5 | 5 |
| Business and Industrial Arithmetic | 4 | 4 | Business and Industrial Arithmetic | 4 | 4 |
| Biology ¹ | 5 | 5 | Biology ¹ | 5 | 5 |
| Early European His- tory | 4 | 4 | Early European His- tory | 4 | 4 |
| Drawing, Mechanical .. | 2 | 1 | Dressmaking | 2 | 1 |
| Farm Blacksmithing.. | 2 | 1 | Cooking | 2 | 1 |
| | — | — | | — | — |
| | | 20 | | | 20 |

GRADE XI

| | | | | | |
|---|---|----|--|---|----|
| English | 4 | 4 | English | 4 | 4 |
| Elementary Bookkeep- ing ² | 5 | 5 | Elementary Bookkeep- ing ² | 5 | 5 |
| Agricultural Physics ³ . | 5 | 5 | Agricultural Physics ³ . | 5 | 5 |
| Road Building, or Mar- ket and Flower Gar- dening, or Field Crops ($\frac{1}{2}$ year each) | 5 | 5 | Household Decoration and Household Me- chanical Appliances.. | 5 | 5 |
| | — | — | | — | — |
| | | 19 | | | 19 |

GRADE XII

| | | | | | |
|--|---|----|--|---|----|
| English | 5 | 5 | English | 5 | 5 |
| United States History and Civics | 5 | 5 | United States History and Civics | 5 | 5 |
| Chemistry, Agricul- tural, Household ³ ... | 5 | 5 | Chemistry, Agricul- tural, Household ³ ... | 5 | 5 |
| Rural Economy and Farm Management.. | 4 | 4 | Advanced Physiology and Hygiene and the elements of Nursing, also Laundering | 4 | 4 |
| | — | — | | — | — |
| | | 19 | | | 19 |

¹See note 1, page 43.²Requires outside preparation.³See note 2 under Curriculum I, page 43.

NOTE. It will be observed that the above curriculum does not aim to give skill in the vocation of farming or housekeeping, but through the subjects offered pupils will be led to get an insight into the problems of a rural community and of a household.

Housekeeping is fundamentally a part of the home life of most girls and they should become intelligent in performing its duties. The study of agriculture has for many boys a greater educational value than older traditional subjects.

BUSINESS CURRICULUM

For Clerical Positions

GRADE IX

| | Periods | Counts |
|-------------------|---------|--------|
| English | 5 | 5 |
| Community Civics | 5 | 5 |
| Arithmetic | 4 | 4 |
| *Bookkeeping | 5 | 5 |
| Drawing | 2 | 1 |
| Physical Training | 2 | 1 |

Choose
two

GRADE X

| | Periods | Counts |
|-------------------|---------|--------|
| English | 5 | 5 |
| *Bookkeeping ... | 5 | 5 |
| Modern Language | 5 | 5 |
| Early European | 5 | 5 |
| History | 5 | 5 |
| Biology | 6 | 5 |
| Drawing | 2 | 1 |
| Physical Training | 2 | 1 |

GRADE XI

| | Periods | Counts |
|------------------|---------|--------|
| English | 5 | 5 |
| Stenography | 5 | 5 |
| Typewriting | 5 | 2½ |
| Modern Language | 5 | 5 |
| Modern European | | |
| History | 5 | 5 |
| Physics | 7 | 5 |

Choose
three

Choose
one

GRADE XII

| | Periods | Counts |
|--|---------|--------|
| English | 5 | 5 |
| Economics | 3 | 3 |
| Commercial Law.. | 2 | 2 |
| United States His- tory and Civics. | 5 | 5 |
| Stenography | 5 | 5 |
| Typewriting | 5 | 2½ |
| Chemistry | 7 | 5 |

*The above curriculum makes emphasis possible upon both bookkeeping and stenography or upon bookkeeping only. The bookkeeping should require daily preparation outside of class unless double periods are provided.

COLLEGE PREPARATORY CURRICULA

1. Classical

GRADE IX

| | Periods | Counts |
|--------------------|---------|--------|
| English | 5 | 5 |
| Latin | 5 | 5 |
| Algebra | 5 | 5 |
| Ancient History .. | 5 | 5 |
| Physical Training | 2 | 1 |

GRADE XI

| | Periods | Counts |
|-------------------|---------|--------|
| English | 5 | 5 |
| Latin | 5 | 5 |
| *French or German | 5 | 5 |
| †Chemistry | 7 | 5 |

or

| | | |
|----------------------------|---|----|
| Intermediate Algebra | 5 | 2½ |
|----------------------------|---|----|

and

| | | |
|-------------------|---|----|
| Solid Geometry... | 5 | 2½ |
|-------------------|---|----|

or

| | | |
|----------------------------|---|---|
| Intermediate Algebra | 5 | 5 |
|----------------------------|---|---|

or

| | | |
|------------------|---|---|
| †Plane Geometry. | 5 | 5 |
|------------------|---|---|

GRADE X

| | Periods | Counts |
|-------------------|---------|--------|
| English | 5 | 5 |
| Latin | 5 | 5 |
| French or German | 5 | 5 |
| Plane Geometry.. | 5 | 5 |
| or | | |
| †English History. | 5 | 5 |

GRADE XII

| | Periods | Counts |
|------------------|---------|--------|
| English | 5 | 5 |
| Latin | 5 | 5 |
| French or German | 5 | 5 |

| | | |
|----------------------------|---|----|
| Intermediate Algebra | 5 | 2½ |
|----------------------------|---|----|

| | | |
|--|----|----|
| Intermediate Algebra and Chemistry | 7½ | 7½ |
|--|----|----|

| | | |
|--|----|----|
| Intermediate Algebra and Physics | 7½ | 7½ |
|--|----|----|

| | | |
|---|---|---|
| Intermediate Algebra and Trigonometry | 5 | 5 |
|---|---|---|

Choose one

2. Technical School

GRADE IX

| | Periods | Counts |
|-----------------------|---------|--------|
| English | 5 | 5 |
| Algebra | 5 | 5 |
| Ancient History | 5 | 5 |
| Physical Geography... | 5 | 5 |

or

| | | |
|------------------------|---|---|
| Elementary Science... | 5 | 5 |
| Physical Training | 2 | 1 |

GRADE XI

| | | |
|---|---|---|
| English | 5 | 5 |
| French or German..... | 5 | 5 |
| Intermediate Algebra and Solid Geometry.. | 5 | 5 |
| Physics | 7 | 5 |

GRADE X

| | Periods | Counts |
|-----------------------|---------|--------|
| English | 5 | 5 |
| *French or German.... | 5 | 5 |
| English History | 5 | 5 |

or

| | | |
|------------------------|---|---|
| Biology | 6 | 5 |
| Plane Geometry | 5 | 5 |
| Physical Training | 2 | 1 |

GRADE XII

| | | |
|--|---|---|
| English | 5 | 5 |
| United States History and Civics | 5 | 5 |
| Chemistry | 7 | 5 |
| Algebra and Plane Trigonometry | 5 | 5 |

*The language chosen should be determined by the recommendation of the higher institution the pupil intends to enter.

†For entrance to most of the women's colleges it is preferable to take chemistry in the eleventh grade, deferring the intermediate algebra to the twelfth year.

‡The entrance requirements of the college in view will determine the elective here and in the succeeding years.

HOUSEHOLD ARTS CURRICULUM

| GRADE IX | | | GRADE X | | |
|------------------------|---------|--------|------------------------|---------|--------|
| | Periods | Counts | | Periods | Counts |
| English | 5 | 5 | English | 5 | 5 |
| Community Civics | 5 | 5 | Early European His- | | |
| Elementary Science ... | 5 | 5 | tory | 5 | 5 |
| Drawing | 2 | 1 | Biology | 6 | 5 |
| Sewing | 2 | 1 | Drawing | 2 | 1 |
| Cooking | 2 | 1 | Sewing | 2 | 1 |
| Physical Training | 2 | 1 | Cooking | 2 | 1 |
| | | | Physical Training | 2 | 1 |
| GRADE XI | | | GRADE XII | | |
| | Periods | Counts | | Periods | Counts |
| English | 5 | 5 | English | 5 | 5 |
| Modern European His- | | | United States History | 5 | 5 |
| tory | 5 | 5 | Applied Chemistry | 7 | 5 |
| Applied Physics | 7 | 5 | Drawing | 2 | 1 |
| Drawing | 2 | 1 | Sewing | 2 | 1 |
| Sewing | 2 | 1 | Cooking | 2 | 1 |
| Cooking | 2 | 1 | Elective | | |
| | | | Economics | 3 | 3 |

Music, chorus singing throughout the four years.

TEACHERS MEETINGS

High schools which have curricula extending over but two or three years will be somewhat influenced by the curricula of the four year schools to which pupils may go.

The necessary adjustment of work should be made with the supervising principal or principal of the receiving schools and also in conjunction with the county superintendent.

Not only should the administrative officers of both schools confer, but conferences among the teachers, both within and without the district, should be frequent. A stronger spirit of cooperation, common standards of judgment and a smoothing of the way for those who enter upon the new life of the high school, will result.

Monthly or bimonthly meetings of high school teachers, which should also be attended by teachers of the seventh and eighth grades, are absolutely necessary for unifying and vitalizing the work of the school. In addition to the usual matters of administrative routine and the discussion of methods of teaching, the needs of particular pupils and topics concerning the relation of the school to the life and spirit of the community should have a large place. Thus not only may "team play" be established within the school, but a union of the school with the cultural forces of the community may be effected.

(See Adjustment of Pupils, page 23.)

SCHOOL RECORDS

The keeping of adequate school records is a phase of high school administration of very great importance. Current records are necessary for the making of reports, and permanent records are necessary for reference from time to time. Whenever possible all records should be kept in a fireproof safe or vault. Every pupil who has attended a high school has a right to expect that the record of what he did there will be kept and that it will be available at his request. (See figure 1.) Much would be gained if each pupil at graduation were given (on Form D 29) a certified statement of the work he took in his high school course. The legal demands of the various professions for evidence of preliminary academic education are an added reason for accurate records of scholarship and attendance. Moreover, records give to the school administrator information as to how the individual teacher performs his duties. Another value is found in the knowledge given of the efficiency of the school system as a whole.

In the larger schools the blank forms will be printed in the school printing shop; in smaller schools they may be mimeographed or typewritten. Following is a list of standard forms. Some schools may combine on one card the data here distributed on several.

1. **Registration blank.** For first admission to high school. This should include name, age, birthplace, vaccination record, residence (street number), telephone number, school and grade last attended; parent's name, residence, occupation, business address and telephone number; curriculum, grade entering, credentials presented.

2. **Enrolment or program card.** This is filed at the beginning of each semester and contains a list of the subjects taken during the last semester and a list of subjects for the new semester, with space for the approval of teachers; also the name of the curriculum followed and the number of credits hitherto earned.

3. **Attendance records.** These include daily attendance reports from teacher or teachers taking the roll, and reports of absences from class or study room. The school register should be used as a permanent record of attendance, and should be faithfully kept. Except in small high schools excuse blanks for absence and for early dismissal are necessary; also cards for readmission after absence.

FIGURE 1

PUBLIC SCHOOLS, HIGH SCHOOL DEPARTMENT

NAME..... DATE (a) BIRTH..... (b) ENTRANCE..... (c) LEAVING.....
PARENT OR GUARDIAN..... ADDRESS..... OCCUPATION..... NATIONALITY.....

[illegible]

For schools in which but one examination a year is given.

(On cards 5 x 8 inches)

(REVERSE SIDE OF FIGURE 1)

| LABORATORY WORK | SUBJECT | NO. OF PERIODS | NO. OF EXPERIMENTS | RATING OF NOTE BOOK |
|-----------------|---------|----------------|--------------------|---------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

DATE OF GRADUATION..... TOTAL DIPLOMA COUNTS..... CURRICULUM.....

NON-RESIDENT FROM.....

SCHOOL FROM WHICH ENTERED.....

REMARKS.....

.....

.....

.....

FIGURE 2
TEACHER RECORD

.....PUBLIC SCHOOLS, HIGH SCHOOL DEPARTMENT

SCHOOL

TEACHER

| YEAR | SUBJECT OF INSTRUCTION | CLASS | E | S | M | I | F | %E | %S | %M | %I | %F |
|------|---|-------|---|---|---|---|---|----|----|----|----|----|
| | (To be con- tinued below as needed) | | | | | | | | | | | |

E—*Excellent*

I—*Inferior*

S—*Superior*

F—*Failure*

M—*Medium*

4. **Pupil's report card.** This gives estimate of pupil's work either in percentages or appropriate characters, and is issued at the end of a month, six weeks, or a quarter; to be signed and returned by the parent.

5. **Class record.** The report for filing, made by the teacher for each class. It should include a statement of the marks of each pupil for each report period (month, six weeks, or quarter) and for the semester examination, and the final marks for the semester, and should specify the number of recitation periods a week given to a subject.

6. **Teacher record.** This is the record of a teacher for all his classes. The columns from left to right should show: (1) the calendar year; (2) the subject taught; (3) the class of the school in which the subject was taught, e. g., grade IX; (4) the absolute number of marks assigned to the class in the subject; and (5) the percentage which the number of each mark is of the whole number of marks assigned to the class in the subject. (See figure 2.)

7. **Certificate of marks for the transfer of pupils** (Form D-29).

8. **Record of work accomplished by each class.** The following form is suggested for the teachers' reports to the principal.

.....High School at.....

SUMMARY OF CLASS WORK IN.....

For the Year 19 -19

Time

.....Periods a week for.....weeks.

Scope

1. Textbook used, giving exact amount covered and parts omitted
2. Supplementary work supplied by the teacher
3. Work by pupil (aside from mastery of text)

Note. Where the work varies from day to day or from month to month give the studies in the order of change, stating:

- (a) The time in weeks spent on each text or subject
- (b) The exact amount covered in each case
- (c) The dates between which the work fell

Method

1. Character of oral classroom work
2. Frequency and character of written tests
3. Reviews

Examinations

1. Time
2. Scope
3. Character

Results**Comments, Suggestions**

9. **Property records.** These are absolutely necessary for any business-like management of the school property, and should be begun in all schools which do not already have them.

A. **Records for textbooks:** (1) Forms for charging books to teachers and pupils. (2) Textbook record, with blanks for the following information: number of copies, title, author, publisher, edition, use, cost, date purchased, final disposition, shelving. (3) Shelf-list for stock-room. Some schools have an annual stock record showing number on hand, number unfit for use, number required for ensuing year, number of new volumes to be purchased.

B. **Library record.** The accession catalog is the best record. A good charging system should be followed. Full information regarding library forms may be secured by addressing the State Library, Trenton.

C. **Equipment records.** These are for laboratory apparatus, manual training, domestic science and gymnasium equipment, maps, etc., and should contain an itemized list of the various articles in stock, the kind, the date purchased, the firm from whom purchased, the cost, and the disposition.

Additional forms are sometimes required, as charge slips for material and labor in industrial arts, doctor's and nurse's certificates, teacher's reports of work.

10. **Reports to the Commissioner of Education.** At the end of each school year, June 30, the principal of each high school is required to report upon the work of the school on blanks prescribed by the Commissioner of Education (Form A 6). These reports are of value, not only for their statistical data but also for the records of class work they contain. Such records are sometimes

needed when local records are unobtainable by a person asking for credentials, or when it is desired to compare during different years the work accomplished in any subject.

HIGH SCHOOL GRADUATES IN THEIR RELATION TO

A. STATE NORMAL SCHOOLS

GENERAL PREPARATION

Under a rule of the State Board of Education (rule 6) properly certified graduates of an "approved high school" are entitled to admission, without examination, to the two year professional courses of the State Normal Schools at Trenton, Montclair and Newark.

A resolution of the State Board of Education states:

"A certificate from an approved high school should count from 72 to 80 points and should include those subjects that are essential to the normal required units in methods, including drawing, plane geometry, algebra, botany, zoology, history, the college entrance requirements in English, and for the domestic science course, physics and chemistry; for, though admitted on certificate, applicants are of necessity conditioned unless prepared for the required units. A full course in one foreign language is preferable to partial courses in two or more."

Every graduate of an approved school must, upon entering a normal school, present, in addition to his diploma, a statement from the principal of the high school from which he has been graduated to the following effect:

The record of the above applicant for character and accuracy in scholarship (including such elementary branches as spelling, penmanship, geography, American history, arithmetic, English grammar and composition) is such that I believe the applicant will be successful in the professional work of a normal school.

It becomes the duty, therefore, of each high school principal to satisfy himself that each graduate recommended for a state normal school has the necessary knowledge of the elementary subjects indicated. A candidate admitted to any one of the state normal schools is placed on probation for the first half year. The prin-

cipals are directed by the State Board of Education "to exclude at the end of the first half year such students as are unable to pass the prescribed examinations in the work of that half year, including English composition, spelling and arithmetic."

In addition, the principals of the normal schools are requested to report to the committee on normal schools of the State Board of Education the names of any students so excluded, together with the high school from which each student has been certified.

Blank forms used in admitting pupils to the normal schools may be obtained from the normal school principals.

SPECIAL PREPARATION

Expressed in general terms, the equipment which candidates entering the normal schools should bring to their work involves:

1. The habit of speaking and writing good English.
2. The habit of spelling correctly.
3. Some knowledge and appreciation of good literature.
4. An elementary acquaintance with the history of Greece, Rome and England.
5. The ability to read at least one foreign language.
6. Such a knowledge of natural phenomena as may be gained from laboratory courses in two sciences, preferably physics and chemistry.
7. The ability to draw from the object.
8. The ability to read music.
9. A knowledge of algebra and of the elements of plane geometry.
10. A recent review of arithmetic, geography, United States history and English grammar.

A student who is deficient in any of these requisites will find the work of the normal school proportionately difficult.

Following are extracts from the catalogs of the three State Normal Schools:

STATE NORMAL SCHOOL AT TRENTON

A certificate from an approved high school should count from 72 to 80 points, and should include those subjects that are essential to the normal

required units in methods, including drawing, plane geometry, algebra, botany, zoology, history, the college entrance requirements in English; for the manual training course, physics; for the domestic science course, physics and chemistry; for though admitted on certificate applicants are of necessity conditioned unless prepared for the required units. (See description of units.)

A full course in one foreign language is preferable to partial courses in two or more.

Students in the general course who have not had physics and chemistry in the high school will be required to take both in the Normal School; those who have had but one will be required to take the other. . . .

A person desiring to be admitted on examination should submit the subjects on which he wishes to be examined. If these subjects are the equivalent of a four-year high school course, questions will be made out on them. This arrangement is made in order that the various courses of the high schools may be recognized.

STATE NORMAL SCHOOL AT MONTCLAIR

A certificate from an approved high school should count from 72 to 80 points, and should include those subjects that are essential to the Normal required units in methods, including drawing, plane geometry, algebra, botany, zoology, history, the college entrance requirements in English; for, though admitted on certificate, students are of necessity conditioned unless prepared for the required units.

A full course in one foreign language is preferable to partial courses in two or more.

While physics and chemistry are not required for admission, high school courses in these subjects will aid in the understanding of our nature study courses. If a student has also had a recent review of arithmetic, geography, United States history and English grammar, she will find the work of this school easier. Students who have not had plane geometry in the high school will be conditioned, and they will be required to pass an examination in that subject in the Normal School. Courses in the reading of music and in English history or modern European history are advised.

STATE NORMAL SCHOOL AT NEWARK

A graduate of any four-years' course of a school on the approved list is admitted without examination. The State Board of Education requires that "A certificate from an approved high school should count from 72 to 80 points, and should include those subjects that are essential to the Normal required units in methods, including drawing, plane geometry, algebra, botany, zoology, history, the college entrance requirements in

English, or the equivalent." It is advised that students review, while in high school, arithmetic, geography, United States history and English grammar. It is also advised that students take courses in the reading of music, and in American or modern European history. Students who are deficient in spelling or in the mechanics of written English will be dropped from the school.

For further details see the annual catalogs of the schools.

B. TEACHERS CERTIFICATES

After September 1, 1916, each candidate for a limited elementary certificate *by examination* must:

1. Be a graduate of a four year course in an approved high school, or have received an equivalent education; and also
2. Have successfully completed a six weeks' session of a New Jersey State Summer School or a summer school approved by the State Board of Examiners, at which school the applicant shall have taken a course in School Management, a course in School Methods of Teaching Elementary Subjects and a course in Physical Training, *before he will be permitted to take the examinations leading to said certificate.*

After June 1, 1918, he must also have successfully completed two six weeks' sessions of a New Jersey State Summer School or a summer school approved by the State Board of Examiners.

Applicants for the Special Kindergarten, Modern Language, Stenography and Typewriting, Physical Training, Agricultural and Elocution certificates, respectively, must be graduates of a four year approved high school.

Evidence of work done in an approved high school must be given on the form shown on page 67, and forwarded through the county superintendent to the Commissioner of Education at Trenton. For full particulars regarding Teachers Certificates the pamphlet of the State Board of Examiners should be consulted.

C. LAW

To enter the profession of law in New Jersey, each candidate, in addition to other qualifications, must present to the State Board

of Bar Examiners a "qualifying academic certificate" issued by the Commissioner of Education, showing that the applicant has completed an approved four year high school course or its equivalent. This certificate may be obtained either by the presentation of satisfactory secondary school credentials in accordance with the plan described on page 67, entitled "Records from approved schools," or by securing 72 academic counts as described on page 69 of this bulletin.

For the full conditions governing preliminary examinations application should be made to the Clerk of the Supreme Court, State House, Trenton.

D. MEDICINE

Prospective medical students should, *before* matriculating at a medical college or medical school, secure a "qualifying academic certificate" from the Commissioner of Education at Trenton. *Up to July 1, 1919*, no person will be permitted to take the examinations for license to practice medicine and surgery in this State who cannot present a "qualifying academic certificate" showing *that before he entered upon the study of medicine he had completed an approved four year high school course* or its equivalent (see page 65).

This means that no person beginning the study of medicine on or after July 1, 1914, can enter a medical college or medical school without complying with the above conditions.

On and after July 1, 1919, and July 1, 1920, respectively, the following law governs all candidates who apply for the examinations of the State Board of Medical Examiners:

A. From and after the first day of July, one thousand nine hundred and nineteen, no person shall be admitted to examination for license to practice medicine or surgery, unless he shall present to said board a certificate from the Commissioner of Education of this State, showing that in addition to, and subsequent to, obtaining the preliminary and academic education above mentioned [i. e., an academic education consisting of a four year course of study in an approved public or private high school, or the equivalent thereof] and prior to commencing his or her study in a medical college, he or she had completed a satisfactory course of one year in a college or school of art and science approved by the Commis-

sioner of Education of this State, during which year he or she had studied either French or German, and also chemistry, physics and biology.

B. From and after the first day of July one thousand nine hundred and twenty, no person shall be admitted to examination for license to practice medicine or surgery, unless he shall present to said board a certificate from the Commissioner of Education of this State, showing that in addition to, and subsequent to, obtaining the preliminary and academic education mentioned in the first paragraph of this section and prior to commencing his or her study in a medical college he or she had completed a satisfactory course of two years in a college or school of art and science approved by the Commissioner of Education of this State, during which two years he or she had studied either French or German, and also chemistry, physics and biology.

C. Every applicant for admission to examination for a license to practice medicine or surgery shall, in addition to the above requirements, prove to said board that he has received a diploma conferring the degree of doctor of medicine from some legally incorporated medical college of the United States, which college, in the opinion of said board, was in good standing at the time of the issuance of said diploma. . . . After the first day of July one thousand nine hundred and sixteen, such applicant shall, in addition to the above requirements, further prove to said board that after receiving such degree, diploma or license, he has served as an interne for at least one year in a hospital approved by said board. (P. L. 1915, Chapter 271)

A ruling of the State Board of Medical Examiners is as follows :

This Board will not consider a course of lectures in which the applicant has been conditioned in more than one subject satisfactory, unless these conditions shall have been passed off before entering a subsequent course. If the student be conditioned in a number of subjects sufficient to prevent his advancing to a higher grade in the same college, that year will not be considered as one of the four courses required by this Board, even though at another college he be allowed to enter an advanced class; but he must take that entire year over, either at the college where he failed or at another one.

Work done in the premedical course of a medical school or medical college, will not be accepted as meeting the requirements of the above law regarding courses in "a college or school of art and science" so far as the qualifying academic certificate is concerned.

Special attention is called to the fact that the above law requires the academic qualification to have been satisfied by September 1.

1914, and September 1, 1915, respectively, at the time the applicant for a license began his study of medicine.

Academic counts secured after the completion of a medical course or while pursuing a medical course can be accepted only in accordance with the supplement to the Medical Act of 1912 (Chapter 152).

All candidates for medical student certificates whose applications rest upon credentials from foreign countries other than those in which English is the language of the people, all or any part of which are earned or issued in said foreign countries, must pass a special examination in English. No counts are granted for the special English examination.

For complete information regarding the regulations governing the practice of medicine the applicant should write the Secretary of the State Board of Medical Examiners, Trenton.

E. OSTEOPATHY

To be eligible for the examinations leading to a license to practice osteopathy the applicant must present to the State Board of Medical Examiners a "qualifying academic certificate" showing that *before entering* a college of osteopathy he or she had obtained an academic education consisting of a four year course of study in an approved public or private high school or the equivalent thereof. (See page 65.)

F. DENTISTRY

A candidate for examination to secure a license to practice dentistry must present a "qualifying academic certificate" showing that *before entering* a dental college he or she had obtained an academic education consisting of a four year course of study in an approved public or private high school or the equivalent thereof. (See page 65.)

G. CERTIFIED PUBLIC ACCOUNTANCY

A candidate for examination before the State Board of Public Accountants to secure a commission as a Certified Public Accountant, and to append to his name the letters "C. P. A." must present

a "qualifying academic certificate" showing that he has obtained an academic education consisting of a four year course of study in an approved public or private high school or the equivalent thereof. (See page 65.)

H. VETERINARY MEDICINE AND SURGERY

The law relating to veterinary medicine and surgery (P. L. 1902, Chapter 18) requires of all applicants a "competent school education." The New York law relating to veterinary medicine and surgery requires the completion of an approved four year high school course or its equivalent. Since there are no colleges of veterinary medicine and surgery in New Jersey, persons desiring to enter such a college in New York must present a "qualifying academic certificate" covering an approved four year high school course or its equivalent. (See page 65.)

I. OPTOMETRY

A person who is an applicant before the State Board of Optometrists for a license to practice optometry must present a "qualifying academic certificate" showing that he or she has satisfactorily completed two years of work in an approved public or private high school or has received an equivalent education. (P. L. 1914, Chapter 222.) (See page 65.)

J. CHIROPODY

The law governing the practice of Chiropraxy requires a competent common school education (P. L. 1908, Chapter 194). A rule of the State Board of Medical Examiners has interpreted the expression, "competent common school education," to mean one year of approved high school work or its equivalent. Moreover, entrance to a reputable school of chiropraxy requires one year of work in an approved high school, or its equivalent. Persons entering schools of chiropraxy in New York must present a "qualifying academic certificate" covering one year of work in an approved high school or its equivalent. (See p. 65.)

K. PHARMACY

There is no specific educational requirement fixed by law (P. L. 1901, Chapter 51) for persons who desire to practice pharmacy. Reputable schools of pharmacy have required at least one year of high school work or its equivalent as a minimum condition for entrance. In addition to those students who enter the schools of pharmacy within this state there are some who go to other states. In the states of New York and Pennsylvania one year of approved high school work is required; hence, persons coming from New Jersey must present a "qualifying academic certificate" covering one year of approved high school work or its equivalent. (See page 65.)

L. REGISTERED NURSE

The law regulating the practice of nursing and governing the use of the letters "R. N." for "Registered Nurse" requires that an applicant for registration with the New Jersey State Board of Examiners of Nurses shall present evidence of having completed one year of an approved high school or its equivalent.

The law does not require that the Commissioner of Education shall issue a "qualifying academic certificate."

Persons desiring to secure credit for work done in an approved high school for use outside of New Jersey will need to get the proper qualifying academic certificate from the Commissioner of Education.

QUALIFYING ACADEMIC CERTIFICATES

A "qualifying academic certificate" is defined by law (P. L. 1914, chapter 105) as being "any certificate issued by the Commissioner of Education certifying that the person to whom the same shall be issued has had the preliminary academic education required by the rules of the Supreme Court or by any law of this state at the time such certificate is issued for admission to an examination for license to practice law, medicine, dentistry, chiropody, pharmacy, or for license as a certified public accountant, and for any other profession or vocation for which a certificate of academic education, issued by

the Commissioner of Education, is now or may hereafter be required by law or by the rules of the Supreme Court."

The preliminary educational preparation required by the various professions is summarized in the table which follows. The number of years given in each case means either approved high school work or its legal equivalent.

| | |
|--|---|
| Teaching: 4 years, plus 12 weeks in summer school (see page 60). | Certified Public Accountant: 4 years. |
| Medicine: 4 years, plus (after July 1, 1919) college work (see page 61). | Veterinary Medicine and Surgery: 4 years. |
| Osteopathy: 4 years. | Optometry: 2 years. |
| Law: 4 years. | Chiropody: 1 year. |
| Dentistry: 4 years. | Pharmacy: 1 year. |
| | Registered Nurse: 1 year. |

The requirement of approved high school work or its legal equivalent may be satisfied in *any one* of the following ways.

1. By presenting evidence of having completed a four year course in an approved high school (in Optometry, only a two year course; in Chiropody, Pharmacy and Nursing, only a one year course).

2. By passing examinations in high school subjects aggregating 72 counts, at a minimum of 75 per cent in each subject, required and elective (a proportionally less number of counts for the two and one year requirements).

3. By presenting evidence of having completed one or more years of approved high school work (each year of such work being equivalent to 18 counts) supplemented by examinations in high school subjects at 75 per cent in each subject, sufficient to make a total of 72 counts, required and elective.

4. By presenting evidence of graduation from a college or university of recognized standing.

5. By presenting evidence of having passed the entrance examination required for the literary course (or any other course for which the entrance requirement is equivalent to that required for a 72 count certificate).

6. By presenting evidence of having matriculated without conditions in any recognized college or university (this does not include professional schools or colleges).

7. By presenting evidence of holding a New Jersey permanent elementary teachers certificate issued subsequent to September 1, 1914.

RECORDS FROM APPROVED SCHOOLS

Graduates of high schools or persons who have partially completed an approved high school course, public or private, may receive credit toward the qualifying academic certificate required for any of the professions noted above, by submitting upon a form similar to the following, a certified account of the high school work accomplished. This blank (Form D 29) may be obtained from the Commissioner of Education, Trenton, or from any county superintendent.

APPLICATION FOR STATE SECONDARY SCHOOL CREDENTIALS

In filling out this form the principal or other executive officer should state plainly the full name of the applicant, the exact title of the school, an accurate description of the curriculum pursued, with date of completion of each subject, and authenticate the statement by affidavit or seal.

This certifies that admission to thecurriculum
 at (curriculum pursued) New
 (school) (post office)
 Jersey, requiresyears of pre-academic graded
 work and that (name)
 of New Jersey,
 (address)
 an applicant for a¹ student
 certificate, did²successfully complete the first year of the
 above curriculum³ in this institution, the following being a correct and
 complete statement of the subjects studied, the time spent, and the stand-
 ings attained:

FIRST YEAR

| Subjects | No. of weeks | No. of periods | Minutes in period | No. of credits ⁴ (Do not write in this space) | Standing (per cent) | Date of completion |
|----------|--------------|----------------|-------------------|---|------------------------|--------------------|
| | | | | | | |

* * * * *

Standing required for promotion by subject.....per cent.
 Applicant holds the school diploma dated.....
*Principal*
 Number of points required for graduation, as approved by the State
 Board of Education.....

AFFIDAVIT

⁵..... being duly
 sworn, on his oath saith that the above statement by him is correct and
 true.

Sworn to and subscribed before me, this.....day
 of.....19.....

.....*Notary Public*

¹ State precisely what credentials are desired: "law," "medical," "dental,"
 "pharmacy," "veterinary," "optometry," "chiropody," "nurse," "C. P. A.,"
 or "teachers."

² Supply "not," if the year's work was not fully or successfully completed.

³ Curriculum has hitherto been called "course of study."

⁴ Credits will be computed at this department.

⁵ The name and official title of the person making the affidavit must be given.

(Form D 29)

RULES GOVERNING THE CREDITING OF SCHOOL WORK

The following rules govern the crediting of secondary school records submitted from approved public and private high schools.

1. All records of complete or partial high school curricula must be made on a special blank (Form D 29) and authenticated by seal or affidavit.

2. A total value of 72 academic counts is given to a completed four year high school curriculum (see page 21, footnote).

3. Not more than 18 academic counts will be allowed for the completed work of any one year, irrespective of the number of subjects which may be included in the work of that year.

4. The first year of high school work must be completed in full in order to obtain any credit. The first year having been completed, any other academic counts earned in an approved high school, in accordance with the terms of its approval, will be credited for their face value. (See rule 3.)

5. In all cases where evidence is submitted of the completion of at least one year of approved high school work for which 18 counts are allowed, the applicant for a qualifying academic certificate is given the number of counts to which his entire record entitles him, and he will then be definitely instructed by the Commissioner

of Education as to how he must complete the remainder of the requirement for the credential he desires. The remaining counts referred to are to be secured by examinations in high school subjects as described below.

6. Each principal shall certify only to the work actually done in his school.

7. When a person has attended more than one high school a properly certified record, in duplicate, will be required from each school attended.

8. Each application for a qualifying academic certificate, except in teaching, shall be accompanied by a fee of \$2.

9. Credit is not given at present toward a qualifying academic certificate for work done in an evening high school.

EXAMINATIONS FOR QUALIFYING CERTIFICATES

Examinations in high school subjects are given to those who wish to secure a qualifying academic certificate and who either have no approved high school work which can be accepted or who have completed but a partial high school curriculum.

These examinations are held twice a year, usually at the county-seats, the dates being the last three Saturdays of April and the first three Saturdays of November of each year. Exact information regarding the places of examinations may be obtained from each county superintendent of schools. The order of the examinations and the time given to each subject may be obtained from the Commissioner of Education, Trenton, *but permission to take these examinations must be secured from him.*

The scope of the work to be covered in each high school subject is the same as that in "approved high schools."

The following is a schedule of the subjects and their respective academic counts.

A total of 72 counts, 43 *required*, and 29 *elective*, is necessary as the legal equivalent of four years of work.

SCHEDULE OF SUBJECTS AND COUNTS

Four Years

Required Subjects—43 Counts

| | Counts | | Counts |
|--|--------|---|--------|
| English, third year..... | 10 | Two of the three sciences, Physics, Chemistry and Biology.. | 10 |
| English, fourth year..... | 3 | American History with Civics. | 5 |
| Elementary Algebra to Quadratics | 5 | Ancient History, or Modern | |
| Plane Geometry, five books.... | 5 | European History II..... | 5 |

Elective Subjects—29 Counts

| | Counts | | Counts |
|--|--------|--|--------|
| Any second year foreign language | 10 | Plane Trigonometry | 2 |
| Any additional second year foreign language, namely: | | Ancient History | 5 |
| Latin, French, German, Spanish, Italian | 10 | Early European History I.... | 3 |
| Physics | 5 | Modern European History II.. | 5 |
| Chemistry | 5 | English History | 5 |
| Biology | 5 | Economics | 2 |
| or | | Commercial Arithmetic | 2 |
| Botany, 2½ counts, and Zoology, 2½ counts (must be taken together) | 5 | Elementary Bookkeeping and Business Practice | 3 |
| Physical Geography | 5 | Advanced Bookkeeping and Office Practice | 5 |
| Intermediate Algebra | 2 | Shorthand, 100 word test..... | 10 |
| Advanced Algebra | 3 | Drawing, first year..... | 3 |
| Solid Geometry | 2 | Drawing, second year..... | 6 |
| | | English, first year..... | 3 |
| | | English, second year | 6 |
| | | Physiology | 2 |

The following is an arrangement of subjects for those who must secure credit for one or two years of high school work.

One Year

| Required—8 Counts | | Elective—10 Counts | |
|--|---|--------------------------|---|
| English, first year..... | 3 | Ancient History | 5 |
| Elementary Algebra | 5 | Physical Geography | 5 |
| or | | English History | 5 |
| Commercial Arithmetic and Elementary Bookkeeping and Business Practice | 5 | Physiology | 2 |
| | | Drawing | 3 |

Two Years

| Required—16 Counts | | Elective—20 Counts | |
|----------------------------|---|---|----|
| English, second year..... | 6 | Any second year foreign language—Latin, French, German, Spanish or Italian..... | 10 |
| Plane Geometry | 5 | Physical Geography | 5 |
| Modern European History or | | Elementary Algebra | 5 |
| Ancient History | 5 | Biology | 5 |
| | | Commercial Arithmetic and Elementary Bookkeeping and Business Practice | 5 |

NOTE: It is to be especially noted that the number of subjects and the counts given therefor toward a high school diploma of an approved school for a year of work in a high school bears no relation whatever to the count values given a year of work or to the separate subjects included in any year of work when application is made for a qualifying academic certificate.

DATES OF EXAMINATIONS

Examinations are held on the *last three Saturdays of April* and the *first three Saturdays of November* of each year.

First Saturday Subjects

| Morning | | Afternoon | |
|--|--------|--|--------|
| | Counts | | Counts |
| First Stenography and Typewriting (100 words per minute) | 10 | Advanced Bookkeeping and Office Practice | 5 |
| Elementary Bookkeeping and Business Practice | 3 | English, fourth year..... | 3 |
| English, third year | 10 | English History | 5 |
| Biology | 5 | Solid Geometry | 2 |
| English, first year | 3 | Economics | 2 |
| English, second year..... | 6 | | |

Second Saturday Subjects

| Morning | | Afternoon | |
|------------------------------|----|-------------------------------|---|
| Physical Geography | 5 | Early European History I..... | 3 |
| Modern European History II.. | 5 | Elementary Algebra | 5 |
| Botany { must be taken } ... | 2½ | Plane Trigonometry | 2 |
| Zoology { together } ... | 2½ | Advanced Algebra | 3 |
| Physiology and Hygiene | 2 | | |

Third Saturday Subjects

| Morning | | Afternoon | |
|-----------------------------|----|----------------------------|----|
| Advanced U. S. History with | | Drawing, first year..... | 3 |
| Civics | 5 | Drawing, second year..... | 6 |
| Chemistry | 5 | Physics | 5 |
| Latin, first year | 5 | German, second year..... | 10 |
| French, second year | 10 | Spanish, second year..... | 10 |
| Latin, second year | 10 | Plane Geometry | 2 |
| Hebrew, second year | 10 | Italian, second year..... | 10 |
| Greek, second year..... | 10 | Intermediate Algebra | 2 |
| Ancient History..... | 5 | Commercial Arithmetic..... | 2 |

NOTES

A *twenty days notice* for entering these examinations is required by the rules.

No applicant will be admitted to the examination unless the privilege has been granted him by the Commissioner of Education.

New Jersey examinations are not open to non-residents unless the privilege is specially granted by the Commissioner of Education.

A fee of \$5 must be paid by new applicants. Any applicant who fails three times in a subject must pay an additional fee of \$3. Fees must be paid in cash, money order or certified check.

Questions for academic counts will be printed on different colored paper from questions for teachers.

The responsibility for using the right set of questions will rest with the applicant.

The passing grade in each subject is 75 on a scale of 100.

Candidates credited with biology cannot also be credited with botany and zoology, and vice versa.

Candidates taking first and second year English will not receive full credit for third year English. Candidates taking third year English will not receive credit for separate examinations taken in first and second year English.

SCHOOL LIBRARIES

A recent law (chapter 186, P. L. 1914) transfers from the Department of Public Instruction to the New Jersey Public Library Commission the control of school libraries. In the administration

of the school libraries it is the earnest desire of the Commission to so coordinate the work of school and public libraries in those communities where both exist, that the duty of administration will rest upon the public library.

The Commission is ready therefore to give to any community advice and instruction in establishing and administering public libraries; to aid those already existing; to aid schools in communities that have no public libraries, in the organization and administration of school libraries, and to respond, in so far as it is able, to any demands made upon it that look toward improving the selection of books to be read.

The Commission has in its office in the State House many lists by authorities on a variety of subjects. These are free upon application.

The United States, individual states, and some institutions provide for free distribution, or for a nominal charge, much material in pamphlet form that is valuable to schools for special occasions and to familiarize students with authoritative sources of information. Lists giving these sources can be secured from the Commission.

The services of the Commission are entirely free, and its representative visiting a community does so at the expense of the State.

Public libraries are "an integral part of public education" and they and the Commission are looking forward to this closer cooperation between schools and libraries with the expectation that it will result in more systematic and effective supervision of the reading of young people.

It should be a prominent part of the purpose of all school library work to acquaint the pupil with public library resources, so that in after life, wherever he may be, he will feel at home in a public library and will naturally seek one when he is in need of information or recreation. In most schools this will be done by the teacher of English.

**SOME SUGGESTIONS FOR THE ESTABLISHMENT AND ADMINISTRATION OF
SCHOOL LIBRARIES**

1. In communities where there is a public library the librarian of the public library should have the opportunity to lecture to all first year high school pupils upon the organization and use of public libraries. This is best done in the public library to small groups of pupils.

2. In communities not having public libraries, this can and should be done by a competent librarian or a representative of the New Jersey Public Library Commission.

3. Small collections of books known as "class room libraries" may be borrowed from the public library and placed in grade class rooms. The selection of these books should be based on the subjects under discussion in the classroom, and should stimulate an interest in general reading. They should be changed frequently enough to keep them in touch with the pupils' interests, but not often enough to encourage superficial reading. Books, either fiction or non-fiction, that treat of the country studied by geography classes, the particular historical period under review in history classes, animal and nature stories, books of art, collections of poetry, stories of inventors and inventions, books discussing topics of the time, fun and adventure, will upon request be suggested by the local librarian, or by the New Jersey Public Library Commission. Pupils should be definitely informed that these books have come from the local public library and that they can be supplemented at any time by other books from the same source.

4. It is desirable that local libraries and high schools cooperate in the establishment of high school libraries, as branches of public libraries. Such libraries should, if possible, be housed in the high school in a room large enough to accommodate several reading tables. The library room should be one of the most important in the building and can serve many of the purposes of a study room if it be properly equipped. The selection of books should be based primarily upon the reference needs of high school pupils and teachers and supplementary reading desired or required. Only such fiction as is helpful to classes in history and literature should be selected. The best magazines should be at hand for reference, in connection with cur-

rent events. A high school library should be administered as a branch of the public library and the librarian in charge should be one of the most competent members of the public library staff and in sympathy with the interests of young people. The high school library of the Girls' High School in Brooklyn, N. Y., has received national recognition and the general plan and spirit are excellent models for all high school libraries.

5. High school libraries in districts where there are no public libraries can be established independently and the librarian should be a recognized member of the high school faculty holding a legal certificate for this particular work. In order to hold such a certificate she should have had some training and experience in library work. Upon request, the Commission will give details of administering such libraries.

6. It should be remembered that publishers do not always quote the lowest prices, and also that the choice of a bookbinder is a matter of importance. The Commission will furnish information concerning these matters.

7. A bargain in book buying does not necessarily mean the lowest price. Some "cheap books" are found in the end to be the most expensive. Durability of binding, clearness and size of print, quality of paper, value of illustrations, general appearance of the book, and reliability of subject matter, are some of the points to be considered carefully in book buying.

8. The attractiveness and the individuality of a book should not be destroyed by covering it. This does not preserve the book. Cleanliness and care in handling should be the rule, whether the book is covered or not.

SOCIAL AND LITERARY ACTIVITIES

The social life of a school may be made an important element in the training of young people, provided that it is kept in its proper relation to the main purposes of the school. Extra curriculum activities are to be regarded as supplementary, and must not be allowed to usurp too much of the energy and attention of pupils. To properly regulate these interests is the work of the principal or of some teacher appointed as the faculty director. Through societies, clubs

and associations pupils cultivate a spirit of team play, and by their own initiative many pupils gain valuable experience through the development of leadership.

Interclass and interscholastic contests should have recognition, since they serve to take a class or school out of isolation.

During the past few years much valuable experience has been gained by many schools in debating contests and such work is to be encouraged.

The following list indicates some of the extra curriculum activities worthy of recognition:

Literary

Debating
Dramatics
School Paper

Musical

Orchestra
Band
Glee Clubs

Social

Class Receptions and parties
School party or picnic

Athletics

Interclass
Interscholastic

Clubs

Household Arts and Science
Science
Travel
Language
Art

Wireless

Co-operative School Government

RULES AND REGULATIONS FOR ATHLETICS

The following rules and regulations for athletics were approved by the round table of Superintendents of Northern New Jersey, in session at Montclair, April 12, 1916.

1. The principal of every school shall be held to have ultimate responsibility in all matters concerning interscholastic contests.

2. The person responsible for the immediate training of a team shall be a member of the regular staff of the school or some other person directly responsible to the principal of the school.

3. Every pupil who represents a school in any interscholastic contest shall be up to passing standard for the current term in work representing not less than fifteen points.

4. No pupil who is a graduate of a four-year secondary school course shall be eligible to represent any high school in interscholastic athletics.

5. No pupil who has represented a secondary school (or schools) on any Varsity Team for four years shall represent a high school in interscholastic athletic contests.

6. No pupil who has registered, enrolled or matriculated in an institution above the grade of a high school or who has played on a team of such an institution shall be eligible to represent a high school.

7. The eligibility of all players in any particular contest shall be certified by the principal, each team presenting to the others such certified list before the contest is played.

8. Every branch of interscholastic sport shall be under the control of a faculty athletic adviser. He or his representative shall be present at each contest.

9. It shall be the policy of each school to secure for all interscholastic contests neutral officials approved by both schools in advance.

10. Contracts made by managers to play a game between two schools shall be approved in advance by a faculty representative of each school. Such contracts, with approval, shall be in writing. No cancellation shall be made without the mutual consent of the two schools. Violation of this rule shall involve a forfeit of \$10 or other sum agreed upon in the contract.

RECOMMENDATIONS

1. It is recommended that at the end of each season the athletic committee (or similar body) in each school shall, upon the recommendation of the faculty adviser, award or refuse to award the school letter to the manager of the team whose season has just closed.

2. It is recommended that schools limit football contests to one a week; baseball and basketball contests to two a week or less.

3. It is recommended that no pupil shall be allowed to represent his own school and an outside organization in the same season.

NOTES

1. The enforcement of a higher standard of scholarship is left to the discretion of the individual schools.

2. The interpretation of "passing grade" is left to the individual principals.

3. The following practice is recommended:

a. That "passing grade" be construed to mean up to grade for the entire current term through the Friday preceding the week of the contest.

b. That in case of deficiency in studies the period of exclusion from participation in contests be for not less than one week and until such deficiency is made up and the conditions of Rule 3 are satisfied.

c. That managers of teams be held to scholarship standards as are the members of the teams.

For the information of principals, the following rules now in force in various New Jersey high schools are given:

"Members of teams must maintain a standing 5 per cent above the passing mark in 15 points of work or be excluded from participation in contests."

"Members of teams are required to maintain a passing grade of 70 per cent in 15 points of work and a passing grade of 60 per cent in all work."

"Members of teams are required to maintain a passing grade in all studies."

"A weekly report card is issued to all members of teams and to their managers. The status of each team member and of the manager is determined on Friday for the entire following week."

SUGGESTIONS REGARDING HIGH SCHOOL GRADUATION EXERCISES

In the spring of the year high school teachers and members of graduating classes turn their thoughts toward the closing exercises of the school. May it not be well to consider plans for making these exercises less expensive, less ostentatious and more truly representative of actual high school work? At the same time would not the democratic spirit which should pervade all public school activities tend thus to become more strongly emphasized?

The growing tendency to imitate college customs has, in some cases, resulted in transforming simple high school graduating exercises into elaborate and showy "commencements." In such instances, expenses become so heavy that some pupils, and parents particularly, look ahead with considerable anxiety to the time of graduation, and to the monetary demands which the exercises make upon them.

When the elaboration and extension of graduating exercises lead a girl to think that she must have more than one dress in order to be properly graduated, the question is often a serious one. It is not necessary that a girl's clothing should be cheap or inappropriate, but it should be such that no other pupil need be made to feel embarrassment because of a less expensive dress.

While there is not so much probability of ostentation in the dress of boys, yet the general principle of simplicity and consideration for the circumstances of the entire class should be maintained. If this were done, pupils wearing formal evening dress would not be seen at high school functions.

In the exercises it is suggested that both essays and orations be upon subjects within the range of the pupils' interests and within their capacity to understand and interpret. It has been the experience of many high school principals that essays and orations of the argumentative type are most pleasing to an audience and at the same time are most likely to be original with the pupil. The audience at once becomes interested in the speaker and his point of view. All essays and orations upon profound subjects, remote in interest and encyclopedic in character, are extremely undesirable. Such exercises stand for no reality of school life and are liable to be mere semblances of wisdom and ability.

Even if we ignore the heartaches produced by having some one seemingly belittled by wearing plain attire, even if we overlook the strain on the family purse to keep up appearances, and the burden which these exercises place on teachers and mothers, are we justified in sending out high school graduates under false pretenses of wisdom or under a false impression of their importance and ability?

The hiring of carriages for graduates is often an unnecessary expense, and should be discouraged. Manifestly the use of the cap and gown, distinctly a college and university custom, has no place in connection with public school exercises. The practice of sending flowers and gifts to the graduation platform should be prohibited. Such tokens of interest and affection will have a greater value if given privately.

It would probably be unwise for a board of education, or any other body, to take formal action in the direction of restricting a pupil's private expense for graduation; but it does seem wholly in keeping with the democracy of our public school system, for school officers, teachers, parents, associations and women's clubs to do all possible toward creating and preserving in the community a sane and wholesome sentiment on this phase of graduation. The growing practice of having the pupils in the domestic art classes design and make their own graduation dresses is significant of the sentiment in some of the larger high schools. This movement is to be highly commended.

Graduating exercises should be typical of the actual work done in the school and demonstrate the power developed in the pupils. Let the program show what the pupils are able to do themselves instead

of what they do somewhat automatically at the suggestion of the teachers, through persistent drills.

In small schools it is probable that all the graduates will have some part on the program, while in large schools this will not always be possible. When a selection has to be made it may be either on a basis of superior skill in speaking, or in such a manner as to represent the various activities of the school.

There is a wide limit in the number of representative exercises which could be given at a graduation. The music could be furnished by the school orchestra without prolonged drill, rather than by a hired organization; an exhibition could be given of what the pupils can accomplish in drawing by doing actual work in the presence of the audience; statements may be made by pupils concerning the content of the various curricula offered in the school, or about some particularly interesting phase of a subject dealt with in class; experiments in physics and chemistry may be performed before the audience, with explanations and applications; the choral music may be by the high school glee club; demonstrations from the school print shop could be given; in fact, all the expressive activities of pupils might be brought into play to show how their powers have been developed.

Tuskegee furnishes us an excellent suggestion of what a graduating exercise may be for the type of school which offers opportunities in vocational work and in practical arts. One student lays up a brick wall, another shingles a roof, another puts a tire on a wheel, etc.; students present those exercises which represent permanent values, rather than those in which they are drilled for a special occasion. With the activities now found in many if not most of our high schools, surely something can be found which more truly represents the real work of the school than mere verbal displays.

Nevertheless, the public high school does stand for work in the field of history, literature, art and science, as well as in those phases of knowledge which have to do with merely getting on in the world. Wherever the former subjects can be truly represented in the graduating program, there is a place for them.

The following programs are representative of those used in recent years in some New Jersey high schools.

PROGRAM I

Entrance March

High School Orchestra

Invocation

Chorus—"Song of Spring" *Arthur Pearson*

Experiments in Physics

Two Boys

Experiments in Domestic Chemistry

Two Girls

Chorus—"Softly Fall the Shades of Evening" *Hatton*

German Play—"God Be Praised, the Table Is Set"

| | | |
|--------------------------------|---|----------|
| Pupils from German Class | { | Lispeth |
| | | Heinrich |
| | | Alfred |
| | | Emma |
| | | Ans Dorf |
| | | Kathrina |

Typewriting Contest

Two Girls, Two Boys

Original Lyric—"Narcissus and Echo"

Chorus—"Go to Sleep, My Dusky Baby" (arranged from
"Humoresque") *Dvorak*

Presentation of Picture to School on Behalf of the Class

Presentation of Class for Graduation

Principal

Awarding of Diplomas and Certificates

"America"

(The audience is requested to stand and join in the singing of this
hymn)

PROGRAM II

Processional

High School Orchestra

Invocation

Chorus—"Laughter of May"

Graduating Class

Oration—"The Place of Science in the High School Course"

Boy

Essay—"How Our System of Student Government Operates"

Girl

| | |
|--|-------------------------------|
| Chorus—"Fairy Song" | <i>Shakespeare-Zimmermann</i> |
| School | |
| Oration—"Are Athletics Worth What They Cost?" | |
| Boy | |
| Essay—"What the High School Has Meant to Us" | |
| Girl | |
| Indian Cradle Song | |
| Girls' Glee Club, accompanied by the High School Orchestra | |
| Presentation of Class for Graduation | |
| Superintendent of Schools | |
| Awarding of Diplomas | |
| Benediction | |
| Finale—"Bridal Rose" | <i>Larabee</i> |
| High School Orchestra | |

The consideration of the proper character of graduating exercises is of enough importance to demand our serious thought. It is a plain duty to represent our graduates before their parents and friends as they are. Furthermore, we should allow nothing to interfere with the development of a truly democratic spirit both in our regular high school work and in the exercises which mark its formal close.

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TEACHERS ASSOCIATIONS

New Jersey State Teachers Association

High School Department. Annual meeting held during Christmas week of each year.

New Jersey High School Teachers Association

Two meetings a year, May and December.

New Jersey State Science Teachers Association

Two meetings a year, spring and fall. Sectional meetings on call.

Association of Teachers of English of New Jersey

Three meetings a year, November, February and May.

Association of History Teachers of the Middle States and Maryland

One meeting a year, spring, at different places.

Association of Mathematics Teachers of New Jersey

Two meetings a year; dates fixed by council.

Modern Language Teachers Association of New Jersey

Two meetings a year, fall and winter.

High School Commercial Teachers Association of New Jersey

One meeting a year, in fall.

Classical Association of the Atlantic States

One meeting a year, spring.

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